Total Physical Response for English Vocabulary Size: A Pre-Experimental Study to Fifth Graders in Yogyakarta

A *Skripsi*

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Table of Content

List of Figures

List of Tables

Statement of Authenticity

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Certify that this *skripsi* entitled "Total Physical Response Method and its Effect on English Vocabulary Size among the 5th Graders" is Certainly my own work, and it does not include anybody else's work. I take full responsibility for the content of this *skripsi*. This *skripsi* cites other people's opinions and results in accordance with ethical guidelines.

Yogyakarta, 09 July 2024

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With warmth and sincerity,

Hana Dwi Azizah

xi

Abstract

Vocabulary size is critical in language skills, whether speaking, listening, reading, or writing. Due to the importance of vocabulary size, this study aims to assess the effectiveness of the Total Physical Response (TPR) approach on fifth-grade students' English vocabulary size. A quantitative method and a pre-experimental design were employed on 25 fifth-grade students in one of Muhammadiyah's elementary schools in Yogyakarta, Indonesia. The researcher employed an alternative assessment method different from the conventional vocabulary size test—a vocabulary test using shape-related vocabulary conducted in this study. Data was obtained in this study using pre-tests and post-tests. This study revealed that the student's vocabulary size before the pre-test was classified as "good" based on the mean score of 92.96. After the post-test, the average score ascended to 95.68. However, it remained within the "good" category as it did not surpass the threshold for the "very good" category (>96). Furthermore, the Wilcoxon-signed rank analysis revealed no significant difference between students' pre-test and post-test—the Asym. The Sig (2-tailed) value is 0.050, which exceeds 0.05, indicating the lack of statistical significance. The hypothesis is rejected due to a shortage of statistically significant data indicating a difference in students' vocabulary size before and after treatment using TPR.

Keywords: English vocabulary size, fifth-grade students, pre-experimental research, quantitative method, Total Physical Response.

Chapter One

Introduction

The chapter is divided into eight sections, providing the reader with information on the researcher's interest in the Total Physical Response (TPR) approach, problem identification, problem limitation, research question, research aims, research benefits, and a chapter on the organization.

Background of the Research

Vocabulary acquisition is a common challenge for Indonesian students. This can be linked to various factors, including a lack of extensive exposure to the English language and inadequate education in vocabulary (Alrajafi, 2021). In Indonesia, English is not extensively utilized in daily activities, restricting students' chances to interact with the language and enhance their vocabulary. In addition, the Indonesian language curriculum frequently prioritizes grammar and sentence structure, resulting in insufficient vocabulary education.

According to Amalia and Anggraeni (2021), students with a limited vocabulary perform poorly in comprehension tests, decreasing their ability to understand lengthy texts and engage in conversations. Furthermore, their restricted vocabulary makes it challenging for them to interpret and articulate written language. Moreover, a sufficient vocabulary size can help students' capacity to understand and participate in classroom interactions, reducing their overall language competency.

Various research has examined the phenomenon of English vocabulary size. Yashima (2021) determined that elementary school students as a Foreign Language (EFL) learners should possess a vocabulary of 1,000 to 3,000 words. However, a vocabulary competence assessment was conducted at SMA Negeri 15 Bandar Lampung using a 2000-word list experiment. The survey revealed that most students still need to attain a vocabulary of 1,000 words (Ichwan, 2015). This indicates a significant gap in the acquisition of English vocabulary among these students, emphasizing the necessity for efficient language learning strategies and treatments

One of the learning methods that can be used to overcome this problem is TPR. TPR focuses on physical activity in response to language input, which enhances memory retention and makes learning more engaging. As described by Hue (2021), TPR has the potential to address this issue effectively. A study by Celik et al. (2021) demonstrated that when TPR is implemented by considering students' learning speed and the written form of the words taught, it positively impacts vocabulary learning.

Another study indicated that TPR significantly improves vocabulary acquisition and listening comprehension skills. Moreover, Husanović (2020) found that pre-adolescent students develop vocabulary more naturally and effectively through TPR than traditional methods. Therefore, implementing the TPR approach can be suitable for enhancing students' English vocabulary size.

Furthermore, with the ongoing development of educational methodologies, evaluating the compatibility between modern teaching strategies such as TPR and

the current curriculum requirements and learning objectives is crucial. This study addresses the persistent requirement for efficient vocabulary education in a progressively globalized society, where competence in the English language is becoming increasingly crucial. This investigation strives to fill a gap in the existing literature by explicitly focusing on vocabulary size. Several previous studies may have examined the overall effectiveness of TPR in language learning without explicitly targeting this aspect.

Identification of the Problem

The researcher has identified numerous substantial difficulties that restrict students' learning experiences and outcomes in English language learning based on interviews conducted with teachers at the school.

Teachers have observed that students have a limited vocabulary, significantly hindering their ability to successfully communicate and comprehend English literature. This constraint affects their proficiency in language-related activities and restricts their involvement in the topic. Second, students struggle to comprehend English explanations presented in class. Students who find it challenging to follow the teacher's directions and material tend to develop uncertainty and boredom. Particular symptoms of this difficulty include students lacking knowledge and comprehension and failing to grasp fundamental ideas or vocabulary taught in class.

Furthermore, students are inclined to revert to *Bahasa Indonesia* in class. Hence, teachers are occasionally forced to speak in their mother tongue. This

dependence on Bahasa Indonesia can cause English immersion problems, affecting their exposure and practice—essential for language development. Likewise, poor exam results show that students in English classrooms perform poorly. This tendency emphasizes the requirement of creative teaching tactics since it implies that current learning approaches might not efficiently satisfy the needs of students. Despite these difficulties, students indicate a desire to learn. This incentive allows teachers to apply creative and successful teaching strategies that might raise overall linguistic competency and vocabulary size development.

Delimitation of the Problem

This study focuses on applying TPR, especially among fifth-grade students enrolled at one Muhammadiyah elementary school in Yogyakarta, Indonesia. The study applied the TPR approach to vocabulary related to shapes. This study used a quantitative method with a pre-experimental design. Then, pre-tests and post-tests were conducted as data-collecting instruments. The researcher designed a vocabulary size test to assess students' vocabulary size in shape-related vocabulary; this assessment differs from standard tests measuring vocabulary size, so it generally does not reflect vocabulary size. This study is particular to the given grade level and institution and does not reflect every Muhammadiyah elementary school or student.

Research Question

The researcher has developed specific research questions to direct the investigation, acknowledging the significance of vocabulary size in achieving English competency and TPR as the teaching method.

1. What is the English vocabulary size of fifth graders before being taught using TPR?
2. What is the English vocabulary size of fifth graders after being taught using TPR?
3. Does TPR significantly affect fifth graders' English vocabulary size?

Objectives of the Research

The primary objective of a study is to precisely define the objectives that the researcher intends to accomplish through the investigation. This objective outlines the specific areas the researcher aims to investigate, measure, or analyze, establishing a clear and purposeful trajectory for the research.

1. To determine the fifth graders' English vocabulary size before implementing TPR.
2. To obtain data on the English vocabulary size of fifth graders in elementary school after TPR implementation.
3. To investigate the effectiveness of the TPR method in enhancing fifth graders' English vocabulary size.

Significance of the Research

This research benefits three sides, including teachers, students, and other researchers using the information for future research.

For the Teachers

This study provides practical advice for educators on how TPR can effectively teach English vocabulary in the classroom. Promoting active participation in implementing English language learning strategies can enhance the overall English language teaching and learning standard in elementary schools and throughout all educational levels.

For the Students

The study attempts to enhance students' vocabulary size proficiency by implementing TPR. This aid can help students' vocabulary comprehension and application in many scenarios, resulting in improved learning outcomes and academic achievement. Moreover, the research can assist students in cultivating enhanced self-assurance and proficiency in utilizing vocabulary sizes associated with shapes.

For the Other Researchers

The data collected in this study can serve as a reference and basis for future research on the effectiveness of employing the TPR approach in enhancing students' English vocabulary size. Additionally, it can provide other researchers

with a comprehensive comprehension of educational matters, specifically emphasizing methods and classroom environments.

Organization of the Chapters

This research study consists of numerous chapters. Chapter one, "Introduction," sets the stage for the study. It begins by introducing the research problem, emphasizing its significance, and describing the root causes of the issues to ensure TPR is the focused method. This chapter contains the study's research questions. The study's beneficiaries, limits, and flaws are also addressed.

Chapter two, the "Literature Review," summarizes relevant research problem-related papers, theories, models, and frameworks and provides the study's hypothesis. This chapter identifies literature gaps the current study fills. It contextualizes the work and supports additional research.

The third chapter, "Research Methodology," describes the research strategy, data collection, and analysis. This chapter describes the research population, sample, data collecting, and statistical analysis.

This study's fourth chapter, "Findings and Discussion," shows the outcomes of an experimental design that utilized the TPR approach with 5th-grade students. The English vocabulary test data were examined using suitable statistical techniques. The outcomes determine the improvement in the English vocabulary proficiency of the students who received treatment utilizing the TPR approach. This chapter contains comprehensive tables that present an in-depth representation of these findings.

Chapter 5, the "Conclusion," is crucial in summarizing and synthesizing the findings, deriving conclusions from the collected data, and explaining the study's implications. This section presents a thorough study summary, reinforcing its significance in the field. Moreover, it provides practical suggestions for educators, students, and researchers, assuring that the study has a long-lasting influence on future educational research and practice.

Chapter Two

Literature Review

This chapter discusses several literatures. Some theories relevant to this topic are highlighted in the literature review. In this research, chapter two covers vocabulary and vocabulary size description, TPR, characteristics and principles of TPR, advantages, and disadvantages of the TPR method, challenges of the TPR method, and review of relevant research, conceptual framework, and hypothesis of the study.

Vocabulary

Vocabulary is a collection of words important for communicating and expressing thoughts, ideas, emotions, and knowledge. It might be specific to a language or known by an individual. "Vocabulary" originates from the Latin word *'vocabuulum*,' which defines a word or a name. Vocabulary is an essential element of language, consisting of the collection of words that an individual or a language is familiar with and uses (Schmitt & Schmitt, 2020).

Kiranmayi (2021) stated that a word is a distinct linguistic entity that possesses a specific semantic significance and can be employed within the overall structure of a sentence. The term might either be a solitary word or a concise expression. The words can be categorized into various lexical divisions, including nouns, verbs, adjectives, adverbs, and pronouns. Words can be classified according to their meaning, with concrete words (e.g., "cat") and abstract words (e.g., "hope") being two categories.

Vocabulary is essential for developing language skills in learners, particularly for beginners. With a broad vocabulary, students can speak, write, and read in English while fully comprehending the meaning (Mananohas et al., 2021). Jones (2023) stated that the fundamental building blocks are words regardless of whether one is speaking, listening, reading, or writing. Vocabulary serves as the cognitive instruments individuals employ to process and comprehend the ideas of others.

Vocabulary Size

Vocabulary size refers to the number of words a person or language knows and uses (Wero et al., 2021). Mastering vocabulary size is essential to language learning. Vocabulary size is crucial in determining an individual's ability to excel in English proficiency: writing, reading, speaking, and listening. The researcher provides a compilation of prior research to substantiate this assertion.

Past research has demonstrated that the size of one's vocabulary is a strong indicator of language ability since a more extensive vocabulary leads to better writing results (Wu et al., 2019). Students who possess transmitted vocabulary tend to obtain lower scores in comprehension, whereas those who possess a sufficient or extensive vocabulary earn superior outcomes in comprehension (Quines, 2023).

Moreover, comprehending and employing words within a given situation is crucial for efficient communication (Sukying, 2023). Cook (2016) found that having an extensive vocabulary corresponded with improved communication

confidence, which increased willingness to communicate in the classroom. By having a broad vocabulary, one can improve their ability to speak vocally, which is a significant benefit to language learning (lpeix & Muñoz, 2018).

According to another study conducted by Feng and Webb (2020), students' listening abilities can be enhanced by expanding their vocabulary capacities, which enables them to comprehend more intricate spoken content and gain a more comprehensive understanding of language. These studies point out the significance of vocabulary size in improving listening abilities and other language skills. This offers significant perspectives for educators and students looking for efficient methods to enhance their language skills.

Total Physical Response (TPR)

This section contains discussions from professionals relevant to TPR. In the 1970s, James Asher developed TPR as a language education method. This method incorporates an infant's initial language acquisition into teaching foreign and second languages. According to Asher, children learn their first words by imitating their parents' speech patterns, comprehending, acting out, and articulating them (Putri, 2016).

Astutik and Aulina (2018) conducted a study that affirms the influential role of commands as language tools for teachers to guide student behavior. Nuraeni (2019) claimed that the TPR learning process involves a well-defined physical element, facilitating a seamless combination of physical activity and language instruction. Furthermore, this approach leads to enhanced physical

motor skills and increased engagement of children in the classroom. According to Toumpaniari et al. (2015), kinesthetic activity integrates motor skills and improves cognitive function and learning ability.

This strategy promotes the growth of students' linguistic abilities, physical development, and mobility. Over time, educators have had a multitude of choices when it comes to selecting instructional approaches in the classroom. TPR is an instructional approach that prioritizes comprehension of word meaning over its grammatical structure (Fadillah, 2011). Using a technique as a learning aid facilitates a comprehensive understanding of the learning process (Christianto, 2019).

TPR is currently implemented to help young learners acquire English vocabulary. TPR aims to establish a neural connection between speech and action by stimulating the brain's right hemisphere, which is linked to movement, visual imagery, and creative thinking. This aids students in comprehending language before producing it (Astri, 2018).

According to these experts, TPR is an instructional methodology that involves applying commands to facilitate physical synchronization. In addition, implementing TPR highlights the importance of innovative teaching techniques in promoting students' understanding of vocabulary and aiming for improved educational quality. Given the extensive use of TPR in many educational settings, it is necessary to consider the implementation of this instructional approach in

schools. Therefore, the effectiveness of TPR can be utilized in various settings to assist with the teaching process.

TPR to Improve Vocabulary Size

A study by Celik et al. (2021) found that the TPR method improves academic achievement, particularly in vocabulary learning. The study also revealed that when the TPR method was implemented considering the students' learning pace, it could support students' vocabulary learning. TPR could improve the students' English learning, including comprehension, spelling, pronunciation, and use of words.

Vocabulary is an essential element of language, and vocabulary knowledge plays a significant role in second or foreign language learning. Sofia (2023) underscores the importance of vocabulary; language learners must possess sufficient vocabulary knowledge to convey their messages, and how accurately they convey their messages depends on their vocabulary size. Vocabulary teaching aims to enhance students' vocabulary knowledge, develop their usable vocabulary size, and gain vocabulary learning strategies. Usable vocabulary size means increasing vocabulary knowledge and improving the skills and fluency to use that vocabulary in different languages (Harahap & Zulfitri, 2022).

Larger vocabularies enable readers to access richer semantic resources to activate relevant background knowledge and integrate new information with existing knowledge, which leads to better comprehension. Vocabulary can contribute to reading comprehension through multiple avenues. For example,

young children with large vocabularies tend to outperform their peers on measures of phonological awareness, which facilitates the development of decoding skills through the ability to isolate and manipulate smaller sound units and to map sub-syllabic sounds to graphemes in written text (Mebarki, 2011).

Characteristics and Principles of TPR

There is a close relationship between the characteristics of TPR and its principles, yet these two aspects are distinct. These aspects support the learning process when using TPR in an educational framework.

Characteristics of TPR

Ramirez (2020) mentions several features that describe the characteristics of TPR. The characteristics focus on comprehension, kinesthetic activity, low anxiety environment, flexibility, and imperative commands.

Focus on Comprehension. Jazila and Megawati (2024) stated that the TPR approach prioritizes understanding prior to representation. This strategy is founded on the comprehension approach, which prioritizes the idea that learners must listen to and comprehend language before they can articulate it. TPR includes the teacher presenting the desired language while incorporating a physical gesture and the students reciprocating with the appropriate movement. This process involves the physical involvement of the body, establishing a link between the spoken language and the accompanying physical movement.

Kinesthetic Activity. The TPR method combines physical movements with actions in response to spoken orders to engage the body and improve recall

of information. This feature is essential to TPR because it enables students to connect spoken language and physical motions, resulting in a multimodal experience that improves memory recall and retention. TPR activates the body through movement, a potent memory enhancer facilitating better language internalization. This method can teach new vocabulary, demonstrate comprehension of words, phrases, and sentences, or show understanding of a sequence of sentences or the progression of events in a story. It is beneficial for kinesthetic learners, who learn best through physical activity (Nuraeni, 2019)

Low Anxiety Environment. The primary objective of the TPR method is to establish a calm and stress-free setting by minimizing the expectation for instant language production. This approach enables learners to assimilate the language organically. This attribute is an essential element of TPR since it enables learners to concentrate on understanding and assimilating the language without being burdened by the immediate requirement to generate spoken words. TPR creates a secure and encouraging environment that allows learners to cultivate self-assurance and a profound understanding of the language by decreasing fear. This method is especially effective for beginners and adolescent learners who may experience anxiety due to the requirement of instantaneous language production and can aid in diminishing tension and enhancing motivation (Angel & Cruz, 2014).

Flexibility. Customizing the TPR method for students' different needs and proficiency levels is remarkably versatile. The adaptability of TPR makes it an

excellent tool for language instruction, allowing for customization to meet the unique needs of different learners (Xie, 2021)

Imperative Commands. (Ali et al., 2023) TPR uses imperative instructions because of their simplicity and clarity, particularly for those new to the subject. Imperative orders are characterized by their straightforward and precise nature, enabling learners to quickly understand and react to the language. This facilitates the process of learners assimilating the language and establishing a solid basis for further study.

Principles of Total TPR

TPR has four principles. Each principle entails the coordination of speech and action, the learning of the right cerebral hemisphere, repetition and simulation, and the involvement of visual aids (Bojanić, 2020). The following paragraphs provide a detailed explanation of the principles.

Coordination of Speech and Action. According to Retnoningsih et al. (2018), TPR facilitates language acquisition by synchronizing speech and physical motions, thus establishing a connection between verbal communication and bodily actions. This method assists learners in linking the language with actions, establishing a robust correlation between the two. TPR improves learners' understanding and long-term retention by synchronizing verbal communication and physical movement, enhancing the learning process's effectiveness and memorability.

Right-Cerebral Hemisphere Learning. TPR activates the right cerebral hemisphere, which is responsible for motor functions, to improve long-term memory consolidation and retention. This method helps learners assimilate the language more efficiently by engaging the brain's right hemisphere, which is more adept at physical skills and creative thinking (Shi, 2018).

Repetitive and Simulation. Widyatmoko et al. (2023) concluded that TPR uses repetition to improve language acquisition, memory associations, and comprehension. This method helps to consolidate newly acquired language abilities by engaging in repetitive practice of the same actions and sentences. TPR improves learner retention and comprehension by employing repetition and simulation, enhancing the learning process's effectiveness and enjoyment.

The Advantages of the Implementation of TPR

TPR helps develop teaching and learning. TPR provides many benefits for learning. In addition, using TPR also benefits the institution that implements the method. There are some advantages of using TPR in learning. Hence, each TPR benefit is explained in detail in the following paragraphs.

TPR Reduced Students' Stress Levels

TPR can help young learners feel less stressed while they are learning. This approach makes learning more fun and less stressful, so toddlers feel like they are playing while learning. There is no pressure on the teacher or the parents to reach the goal, and no rule says children must sit still and listen to the teacher for a long time to focus. Since this way is natural, students might think they need

to learn. This method allows students to go off independently while learning
English words (Nuraeni et al., 2019).

TPR Gives Teachers Freedom in Teaching

According to the study by Hafidah and Dewi (2020), the TPR technique
helps kindergarten and primary school teachers identify materials and themes
based on English words and creatively apply English learning with new methods.
This differs from the regular use of module books, which has proven ineffective in
providing students with sufficient vocabulary exposure, leading to a vocabulary
size deficit among students (Fitriani, 2021). This is apparent in fifth-grade student,
who are still developing language abilities and require interactive and engaging
approaches to enhance their learning experience. This created a need to research
alternative strategies, such as TPR, for enhancing vocabulary size mastery.

Tool for Better Communication Skills

TPR helps students achieve ability in real-life communication; it has no
barrier to trying language and speaking. Students are trained not to be
embarrassed and to be brave to communicate since the activity can include other
students helping each other (Anwar & Fitriani, 2016).

Increase Students' Attention Span

Due to the slow pace of foreign language instruction, some students fall
asleep throughout the lecture. TPR can help them enhance their attention span
using diverse activities such as games and gestures based on the TPR learning
method (Gayrat, 2022).

TPR Develops Students' Cognitive Abilities

TPR helps young learners improve their cognitive abilities through motor training. Cognitive skills are beneficial for problem-solving, accuracy in decision-making, and more balanced body coordination in children. Cognitive skills play a role in a child's academic ability and can help them achieve at school (Diana et al., 2022).

The Disadvantages of the Implementation of TPR

Aside from the benefits of TPR, it also includes the challenges of using TPR. Furthermore, the challenges remind the teachers to anticipate using TPR. Consequently, each TPR challenge is explained in detail in the following paragraphs.

Not Suitable for Adults and High-Level Learners

(Baiza, 2020) claims that TPR is appropriate for young rather than higher-level or adult learners. This method is very effective at early levels of language proficiency. However, it loses its uniqueness when learners surpass a high level of competence because TPR faces difficulties in demonstrating abstract and complex words.

Not Applicable to Many Different Styles of Learning.

The TPR method is very applicable to students with kinesthetic intelligence. However, students with auditory learning styles are uncomfortable with this method because they tend to be more comfortable with audio learning.

Therefore, students who are too shy and lazy to participate will exist because not all children's learning styles are the same. (Sariyati, 2013)

Review of Related Studies

In conducting this research, the researcher reviewed three prior studies related to this research. The first research, titled "Total Physical Response (TPR) Method in Improving English Vocabulary Acquisition of 5-6 Years Old Children" by Mariyam and Musfiroh (2019), evaluates the effectiveness of the TPR method in improving English vocabulary learning among 5–6-year-old students at An-Nisa kindergarten in Indonesia. The study included fifteen kindergarten students and focused on regularly used English terms, such as nouns, verbs, and adjectives, that children come across daily. The results showed that implementing the TPR method boosted students' excitement for learning while improving their competency, particularly in the noun category, followed by verbs and adjectives. The study suggests that TPR is a successful pedagogical strategy for increasing vocabulary acquisition in young learners.

The second research by Sariyati (2017), titled "The Effectiveness of TPR (Total Physical Response) Method in English Vocabulary Mastery of Elementary School Children," looks at how the TPR method affects vocabulary mastery among first-grade students at an Islamic elementary school in Bandung. The study used a mixed-method approach with a quasi-experimental design. It included two groups: an experimental group that got training via TPR and a control group that followed traditional teaching methods. Data were obtained using pre-and post-tests to assess vocabulary competence. The results showed that, whereas the

control group's vocabulary scores did not improve significantly, the experimental group's vocabulary mastery increased substantially following the TPR intervention. This study finds that the TPR method improves vocabulary learning in young learners, indicating that it has the potential to be a successful teaching strategy in elementary education.

The last research by Dweikat et al. (2023) with the title of "Impact of Total Physical Response Method (TPR) on Vocabulary Learning in the Palestinian School Context" describes the investigation into the effectiveness of the TPR method for improving English vocabulary learning among fifth-grade students. Using a quasi-experimental approach, the study included 66 students divided into control and experimental groups, each with 33 individuals. The lesson focused on 15 vocabulary words from specific units of the Palestinian English curriculum.

Following the intervention, both groups took a post-test to determine whether there were any statistically significant differences in vocabulary learning due to the TPR approach. The results revealed no statistically significant variations in the experimental group's vocabulary scores, showing that TPR did not improve vocabulary learning. As a result, the study recommends that EFL teachers attend specialist training workshops on various teaching methods, including TPR, to better accommodate unique student learning styles.

The three studies on the TPR method have some similarities, including their emphasis on improving English vocabulary learning in young learners. All three studies highlight the necessity of engaging students in kinesthetic learning, which combines physical movement with linguistic education. This strategy

encourages improved vocabulary retention and retrieval, making learning more interactive and fun for young children.

Furthermore, each study emphasizes common language usage, such as nouns, verbs, and adjectives, required for ordinary speech. This emphasis on relevant vocabulary ensures that students learn terms they are likely to use daily, boosting the practical utility of their language skills. Furthermore, all studies use a quasi-experimental methodology, which compares groups receiving TPR training with those using standard teaching approaches, offering a formal framework for evaluating TPR's effectiveness.

Despite their commonalities, the research findings and outcomes vary greatly. Mariyam and Musfiroh (2019) and Sariyati (2017) found favorable results, demonstrating that the TPR method improves vocabulary acquisition and learning among young learners. Their findings indicate that TPR not only increases students' enthusiasm for learning but also results in significant improvements in vocabulary scores, particularly in the noun category. In contrast, Dweikat et al. (2023) found no statistically significant gains in vocabulary learning in the experimental group.

This mismatch shows that contextual factors such as the specific educational setting, technique implementation, and student population characteristics may influence TPR's effectiveness. As a result, while TPR shows potential as a teaching approach, its effectiveness may vary depending on its implementation and the specific conditions surrounding each educational setting. Further research could explore the effectiveness of TPR in two conditions at once:

face-to-face and online, exploring the effectiveness of TPR for various age groups and skill levels and with various levels of English language material.

Conceptual Framework
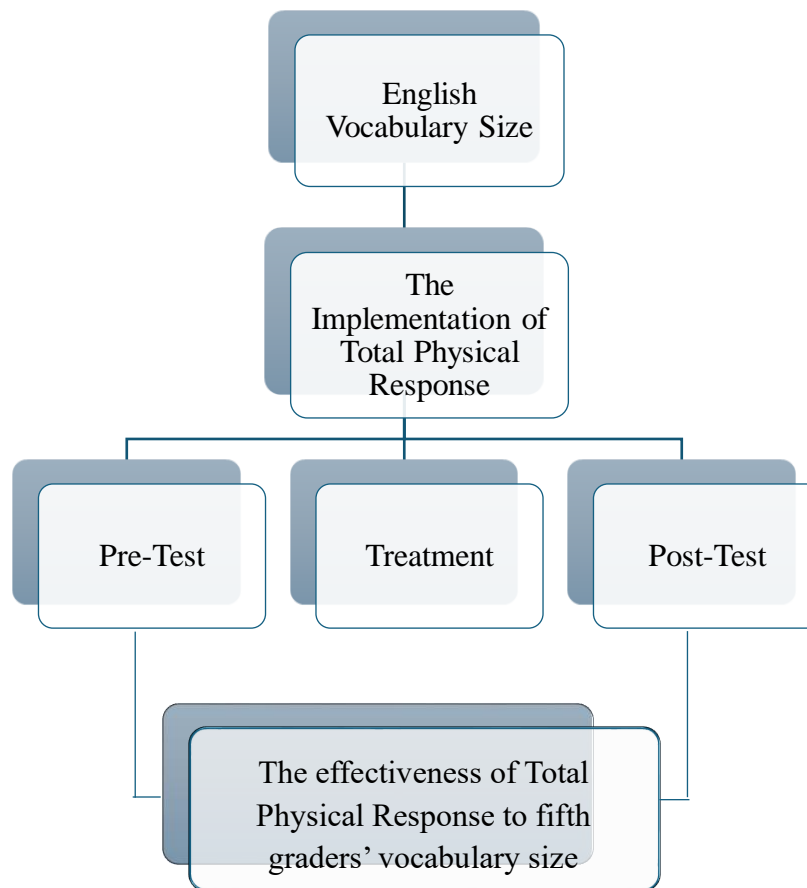
Figure 1. Conceptual Framework

Hypothesis

Alternative Hypothesis (H_1): TPR significantly affects fifth-grade students' English vocabulary size.

Chapter Three

Methodology

The chapter is critical in determining a study's scientific accuracy and credibility. The researcher ensures the systematic and effective formulation and execution of the research technique by following the instructions: Research design, population and sample, research instruments, data collection method, data collection procedure, and data analysis contribute to the overall success of the research.

Research Design

This research used a quantitative approach and employed an experimental research design. This chapter aims to identify whether TPR enhances the significant improvement of students' vocabulary size before the pre-test and after the post-test. The approach is highly suited for discovering solutions to the problems encountered. Creswell (2014) stated that using objective, data-driven results from quantitative research can help solve research problems by giving answers based on facts.

This research employs the pre-experimental design. Pre-experimental designs exclude a control group for comparison with the experimental group, and participants are not randomly assigned to the experimental or control groups (Creswell, 2012). As stated by Cohen et al. (2017), pre-experimental designs are selected in research to function as pilot studies, assessing the viability of more

extensive experiments and offering initial information on the efficiency of interventions. This makes them a valuable beginning point for research.

Research Setting

The researcher implements the TPR method in a fifth-grade class at one of the Muhammadiyah elementary schools in Yogyakarta. The rationale for this decision is that the researcher and the head principal of the school have mutually agreed to implement TPR as an innovative teaching method in the classroom because the learning activities in the classroom do not typically involve the usage of TPR.

The experiment was carried out over three months, during which the researcher administered a pre-test, treatment, and post-test to fifth-grade students in one of the Muhammadiyah elementary schools. This was done as part of the pre-experimental design to implement TPR. The researcher acquired the instructional resource "Shapes" for the second semester of fifth grade in the elementary school by the school principal's policy. The study was implemented during the 2023/2024 academic year, and each instrument was conducted for 120 minutes.

The pre-test, treatment, and post-test implementation duration spanned three months. From December 2023 to January 2024, the researcher sought authorization to carry out the study, performed reliability and validity assessments of the instruments used, and conducted observations at the school. From early January until February, the researcher carried out the pre-test, three treatments,

and the post-test. In addition, the researcher dedicated time to assessing and documenting the study's findings.

Research Population, Sampling Technique, and Sample

Population

The population of the research is the entire group of individuals or objects the researcher is subjected to. It is the larger group that the researcher wants to generalize the findings (Creswell, 2014). There are three groups of fifth-grade students in this school, of which there are 25 population in total. Class selection is based on the fact that the activity in the classroom does not typically involve TPR-based learning. The researcher selected this institution due to its collaboration with the university where the researcher is enrolled, which streamlines the research and teaching process.

Sampling Technique

This study employs a non-probability sampling method, demonstrating that the sample selection is not dependent on random probability. Selection frequently depends on convenience, availability, or other relevant considerations (Cohen et al., 2017). This research also uses purposive sampling because it is selected based on a specific criterion of students' lack of exposure to TPR rather than randomly selecting them from the entire population (Cohen et al., 2017).

Sample

A sample is a subgroup of the population the researcher selects to study to generalize the target population. It is a smaller group that is representative of the

larger population and is used to make inferences about the population (Creswell, 2014).

This study includes a fifth-grade student from a Muhammadiyah elementary school in Yogyakarta, Indonesia. After careful consideration, the total population is 25 students. The teachers' recommendation to apply the TPR method to this group influenced the decision, as it was deemed the most suitable for implementation due to its high academic aptitude. Specifically, the teacher recommends the 25 students because they are considered the most academically advanced in the fifth grade at the school and would be best suited to benefit from the TPR method's unique approach to language learning. This selection was made to ensure the most effective implementation of the TPR method and to maximize the potential benefits of the study.

Data Collection Technique

The researcher's vocabulary size test was adapted from fifth-grade students' English module books during this study. This test was performed to obtain data about the influence of TPR on the student's vocabulary size. In this instance, two tests were conducted by the researcher: a pre-test that was carried out prior to the treatment and a post-test that was carried out after the treatment.

Research Instrument

According to Creswell (2012), the research instrument in quantitative research is a device used to record, measure, or document quantitative data. The researcher uses the tool to gather information.

Vocabulary Size Test

The researcher conducted two tests, a pre-test and a post-test. The pre-test determines the students' vocabulary size before the treatment intervention—the test material related to the material taught using TPR. The pre-test consists of 25 questions, including five (5) multiple choice, ten (10) crosswords, five (5) fill-the-dialogue, and five (5) essay questions with the topic of "shapes" for fifth-grade elementary students. Then, a post-test is administered after treatment to determine students' vocabulary size and evaluate the effectiveness of the treatment by comparing the post-test score with the pre-test score. This test material is related to the material that students have previously learned. The researcher used 25 questions, including five (5) multiple choice questions, ten (10) matches the words, five (5) fill-the-blank, and five (5) essay questions to know the vocabulary size of 5th-grade elementary school students about "Shapes" that implemented TPR as its teaching method.

Validity and Reliability

In this section, the researcher thoroughly examines the essential elements of validity and reliability to guarantee the strength and durability of the research design and instruments.

Validity

Creswell (2014) said that proving a test's interpretation (a score about an idea or construct the test is supposed to measure) with solid evidence means a test's validity. Validity is also essential in establishing credibility, determining the

effects of interventions, and assisting the researcher in ensuring the study is accurate and trustworthy when applying the TPR method. Three lecturers assessed the validity and reliability of all pre-test and post-test questions as experts from the English education department. The lecturers possess vast expertise in evaluating the soundness and dependability of research due to their rigorous academic education and substantial experience in their respective domains. The researcher analyzed the expert's score using the AIKEN test, and the items were deemed valid if their score exceeded 0.8 (Retnawati, 2016).

ITEM	Expert I	Expert II	Expert III	s1	s2	s3	SUM	n(c-1)	V	Category
ITEM_1	4	4	4	3	3	3	9	6	1.5	High
ITEM_2	4	4	4	3	3	3	9	6	1.5	High
ITEM_3	4	4	4	3	3	3	9	6	1.5	High
ITEM_4	4	4	4	3	3	3	9	6	1.5	High
ITEM_5	4	4	4	3	3	3	9	6	1.5	High
ITEM_6	4	4	4	3	3	3	9	6	1.5	High
ITEM_7	4	4	4	3	3	3	9	6	1.5	High
ITEM_8	4	4	4	3	3	3	9	6	1.5	High
ITEM_9	4	4	4	3	3	3	9	6	1.5	High
ITEM_10	4	4	4	3	3	3	9	6	1.5	High
ITEM_11	4	4	4	3	3	3	9	6	1.5	High
ITEM_12	4	4	4	3	3	3	9	6	1.5	High
ITEM_13	4	4	4	3	3	3	9	6	1.5	High
ITEM_14	4	4	4	3	3	3	9	6	1.5	High
ITEM_15	4	4	4	3	3	3	9	6	1.5	High
ITEM_16	4	3	4	3	2	3	8	6	1.333	High
ITEM_17	4	4	4	3	3	3	9	6	1.5	High
ITEM_18	3	4	3	2	3	2	7	6	1.167	High
ITEM_19	3	4	3	2	3	2	7	6	1.167	High
ITEM_20	4	4	4	3	3	3	9	6	1.5	High
ITEM_21	3	4	3	2	3	2	7	6	1.167	High
ITEM_22	3	4	3	2	3	2	7	6	1.167	High
ITEM_23	3	4	3	2	3	2	7	6	1.167	High

ITEM				s1	s2	s3	SUM	n(c-1)	V	Category
ITEM_24	3	4	3	2	3	2	7	**6**	1.167	High
ITEM_25	3	4	3	2	3	2	7	**6**	1.167	High

Table 1. *Validity Score (Pre-Test)*

Based on the data provided, all 25 question items exhibit a high level of validity, as indicated by V values of 1.5 (which is more significant than 0.8), 1.333 (which is also greater than 0.8), and 1.167 (which is more significant than 0.8). The pre-test questions in this study are considered valid due to their adherence to acceptable standards.

ITEM	Expert I	Expert II	Expert III	s1	s2	s3	SUM	n(c-1)	V	Category
ITEM_1	3	3	3	2	2	2	6	**6**	1	High
ITEM_2	4	4	4	3	3	3	9	**6**	1.5	High
ITEM_3	4	4	4	3	3	3	9	**6**	1.5	High
ITEM_4	3	4	3	2	3	2	7	**6**	1.167	High
ITEM_5	3	4	3	2	3	2	7	**6**	1.167	High
ITEM_6	4	4	4	3	3	3	9	**6**	1.5	High
ITEM_7	4	4	3	3	3	2	8	**6**	1.333	High
ITEM_8	4	4	4	3	3	3	9	**6**	1.5	High
ITEM_9	4	4	3	3	3	2	8	**6**	1.333	High
ITEM_10	4	4	4	3	3	3	9	**6**	1.5	High
ITEM_11	4	4	3	3	3	2	8	**6**	1.333	High
ITEM_12	4	4	4	3	3	3	9	**6**	1.5	High
ITEM_13	4	4	4	3	3	3	9	**6**	1.5	High
ITEM_14	4	4	4	3	3	3	9	**6**	1.5	High
ITEM_15	4	4	4	3	3	3	9	**6**	1.5	High
ITEM_16	4	4	4	3	3	3	9	**6**	1.5	High
ITEM_17	4	4	4	3	3	3	9	**6**	1.5	High
ITEM_18	4	4	4	3	3	3	9	**6**	1.5	High
ITEM_19	4	4	4	3	3	3	9	**6**	1.5	High
ITEM_20	4	4	4	3	3	3	9	**6**	1.5	High
ITEM_21	4	4	4	3	3	3	9	**6**	1.5	High
ITEM_22	4	4	4	3	3	3	9	**6**	1.5	High
ITEM_23	4	4	4	3	3	3	9	**6**	1.5	High
ITEM_24	4	4	4	3	3	3	9	**6**	1.5	High

ITEM_25	4	4	4	3	3	3	9	**6**	1.5	High

Table 2. Validity Score (Post-Test)

According to the data presented above, each of the twenty-five question items on the post-test exhibits high validity. These questions have variables with values of V = 1 (1 > 0.8), V = 1.5 (1.5 > 0.8), and V = 1.333 (1.333 > 0.8). This explanation concludes that the pre-test utilized throughout this study is valid.

Reliability

Reliability, according to the definition provided by Creswell (2015), refers to the unwavering consistency and trustworthiness of study findings. To assess the reliability of a set of survey items, the researcher used Cronbach's alpha coefficient. Cronbach's alpha measures the internal consistency of a set of items by comparing the sum of the shared variances among the items to the overall variance. This method helps determine whether the items consistently measure the same characteristic, providing a reliable measure of the studied construct. If a question test's Cronbach alpha (α) value exceeds 0.60, it is considered reliable or consistent.

Reliability Statistics

Cronbach's Alpha	N of Items
.810	25

Table 3. Reliability Statistics Result (Pre-Test)

Reliability Statistics

Cronbach's Alpha	N of Items
.818	25

Table 4. Reliability Statistics Result (Post-Test)

According to the Cronbach alpha results presented in both tables above, the value of N, representing the total number of items from the pre-test and post-test, is 25. Based on the statistical analysis, the Cronbach alpha value of the 25 pre-test items is 0.810, higher than the threshold of 0.60 (0.810 > 0.60). In addition, the post-test indicates a value of 0.818, more significant than 0.60, for 25 items. This implies that the measured items demonstrate high consistency and reliability.

Data Collection Procedure

The researcher collected data by going to a Muhammadiyah elementary school in Bantul, Yogyakarta. The data collection included pre-tests, post-tests, and treatments prepared beforehand.

Pre-Test

The researcher administered the pre-test as a paper-based test during the initial meeting. The researcher decided to carefully observe and supervise in the classroom. The students were given a total of 60 minutes to finish the test.

Treatment

The researcher makes a lesson plan described in the first activity, beginning with introductions, followed by a pre-test to assess students' vocabulary

size of shapes in English, followed by a quick introduction with demonstrations and simple commands regarding the shape of objects using hands.

The material presented at the second meeting was a first treatment with a game based on English vocabulary: "Shapes." The researcher uses the TPR approach as a basic command game wrapped in the "Simon Says" game. The teacher plays the role of "Simon" and gives commands using precise vocabulary while the students physically respond to the commands. As an illustration, the teacher can instruct students who have been arranged in standing positions and are holding hands to create shapes by saying, "Simon says, form a circle!" and then urge the students to physically arrange themselves in a circle with their assigned partners in the classroom. This game strengthens comprehension of the definition of the vocabulary term "circle" while motivating students to interact meaningfully and physically with the word.

For the second treatment, the researcher developed a TPR game named "Ride a Bus." The researcher used a prop and video to display the shape of objects to help students understand more about shapes. They are divided into groups, competing to achieve the highest score. The researcher gives prizes to the winning group. During this activity, the classroom is transformed into a simulated "bus" setting, where students assume the role of passengers. The teacher, assuming the role of the bus driver, issues instructions that include vocabulary on shapes. As an illustration, the teacher can instruct, "All passengers, point to a rectangular item!" Subsequently, students select the answer from alternative shapes displayed on the

board. Another command example in this game is, "Let us make a left turn at the triangle stop!"

In the fourth meeting, students were tasked to consider the shape of things in their environment (at school, home, and playground). For example, the clock is "round," ball is a "sphere." Students write it down on paper and tell what they wrote in front of the class.

In the last meeting, after four treatments were given to the students, the researcher conducted a post-test to measure their English vocabulary size and knowledge of the shapes after being treated with TPR.

Post-Test

The post-test was administered following the completion of the TPR intervention. The researcher constructed the test in a paper format equal to the post-test administered during the initial meeting. The researcher opted to watch and supervise the classroom intensively. The students were allotted an overall duration of 60 minutes to finish the test.

Data Analysis

In pre-experimental research, data analysis is a systematic way to examine and generate the meaning of data gathered to lead to a conclusion about a research question or hypothesis. Using statistical tools and methods to look for patterns and connections in data, test theories, and conclude the population being studied. This study's data analysis determines if the pre-test, treatment, and post-test significantly affect students' vocabulary size after the researcher employs TPR as a teaching method.

Research Question One

The researcher employs descriptive statistics to clarify the statistical results of the investigated data. The researcher computed the pre-test and post-test scores to determine the average score, aiming to answer the initial research question: "What is the English vocabulary size of fifth graders before being taught using TPR?" The researcher utilizes the statistical program SPSS to compute the mean scores of the tests. Next, the researcher uses the range score method to determine the size of the student's vocabulary. Below is the formula for calculating the range score:

$$\text{Range Score} = \frac{Max.Score - Min.Score}{Category}$$

Figure 2. Range Score Formula

The researcher computed an overall score based on the data obtained from the pre-test. As a demonstration, the researcher uses the highest possible scores (100) and the lowest possible scores (0) to apply the formula.

Range Score	Category
84 – 87	Very Low
88 – 91	Low
92 – 95	Good
> 96	Very Good

Table 5. Range Score

The researcher computed the range score by dividing the maximum score by the minimum score in the pre-test and by the number of categories. This was done after separating the data into four categories. The pre-test range score of 4 is

obtained by subtracting the minimum score (84) from the maximum score (100) and dividing the result by the number of categories (4).

In the table categorizing score ranges, the range from 84 to 87 is classified as very low. In addition, scores ranging from 88 to 91 are classified as low, scores from 92 to 95 are classified as good, and scores of 96 and above are classified as very good.

Research Question Two

In order to deal with the second research question, "What is the English vocabulary size of fifth graders after being taught using TPR?" the researcher employed an exact range score formula to address the first research question. The researcher employed descriptive analysis in SPSS to investigate the range of scores for each group. The post-test score was used as data to determine the range of scores for each category, covering beginning, pre-intermediate, intermediate, and advanced levels. The researcher utilized the "Descriptive Statistics" feature in SPSS to identify the variables of interest and select the categories for analysis. The result yields the minimum, maximum, and range of scores for each category, enabling us to assess the distribution of scores across various levels of students' vocabulary size.

Research Question Three

To answer the third research question, "Does TPR improve fifth-grade students' English vocabulary size?" The researcher conducts both a pre-test and a post-test and then processes the data using statistical analysis. The data was analyzed using inferential statistics because inferential statistics allow the

investigation of the differences between variables (Guetterman, 2019). The researcher specifically also used normality, homogeneity, and paired sample t-tests.

Normality. The researcher utilized Kolmogorov-Smirnov analysis to ascertain whether the test follows a normal distribution. This test is suitable for this study as it is a nonparametric and nonparametric test that does not make any presumptions about data distribution when dealing with small sample sizes. If the Sig. (2-tailed) in statistical testing exceeds 0.05, it can be deduced that the data exhibits a normal distribution. If the Sig. (2-tailed) If the data is less than 0.05, then the data is not normally distributed.

Homogeneity. The researcher performs a One-Way ANOVA. The researcher applied this test to evaluate students' pre-test and post-test scores to determine whether there was a significant difference between the two scores. If the Sig. (2-tailed) exceeds 0.05, the result is indicated as homogen.

Wilcoxon Signed-Rank. Last, researchers employ the Wilcoxon test to analyze data that is not normally distributed. Before this, the researchers conducted calculations using parametric tests called normality tests, but the results did not follow a normal distribution. Therefore, the Wilcoxon test is used as a nonparametric statistical method. Contrary to parametric tests, which assume that the data adheres to a specific distribution (often normal), the Wilcoxon test does not necessitate this assumption, making it applicable to a broader array of data types. It is especially crucial to consider this when working with limited sample sizes or ordinal data, as the assumption of normality may not be valid (Sainani,

2012). The Wilcoxon signed-rank test was performed with the support of the SPSS application. If the Sig value. (2-tailed) < 0.05, then H_0 (*null*) is rejected, and H_1 *(alternative)* is accepted. Conversely, if the Sig. (2-tailed) > Then H_0 *(null)* is accepted, and H_1 *(alternative)* is rejected.

Chapter Four

Results and Discussion

This chapter provides the findings and examination obtained from the data. The following section analyzes the results of the statistical examination to answer the three research questions.

Results

This section provides a detailed explanation of the answers to the three research questions. The researcher gathered data from five meetings with respondents, executed the lesson plan, and performed statistical analysis on pre-test and post-test scores.

Descriptive Statistics

Descriptive statistics is a set of statistical approaches for summarizing, organizing, and presenting data meaningfully, offering a clear picture of a dataset's primary characteristics. In the context of my research on the efficacy of the TPR approach effect on vocabulary size among fifth-grade students, descriptive statistics describe the sample population's characteristics and the data obtained. This includes metrics such as mean (average), median (middle value), mode (the most commonly occurring value), range (the distance between the highest and lowest values), and standard deviation (which indicates data variability).

Students' English Vocabulary Size before applying TPR.

This study took place in class 5A at one of the Muhammadiyah elementary schools in Yogyakarta. The researcher administered pre-test questions to assess

the students' vocabulary size. The researchers administered a 120-minute treatment throughout each session. The mean, median, standard deviation, minimum score, and maximum score of the pre-test were identified using descriptive analysis in SPSS.

Statistics

PRE-TEST

N	Valid	25
	Missing	34
Mean		92.96
Median		92.00
Mode		88
Std. Deviation		5.806
Range		16
Minimum		84
Maximum		100

Table 6. Pre-Test Descriptive Analysis Result

To answer the first research question, "What is the English vocabulary size of fifth graders of elementary students before applying TPR?". According to the table above, of the total of 25 students (N = 25), the mean of the pre-test score is 92.96 (μ = 92.96). Furthermore, the minimum score of the pre-test is 84 (min = 84), and the maximum score of the post-test is 100 (max = 100). The students' median English vocabulary size pre-test is 92.

The mean score of the students' pre-test results was 92.96, according to the provided table. The mean student pre-test score can be classified as good since it falls within the scores above 92 and below 95. Class 5A's English vocabulary size was good before implementing the TPR approach.

Students' English Vocabulary Size after applying TPR.

In order to answer the second research question, the researcher deployed SPSS software to conduct a descriptive analysis. This analysis aimed to determine the mean, median value, standard deviation, lowest score, and highest score of the post-test scores obtained by students in class 5A.

Statistics

POSTTEST

N	Valid	25
	Missing	34
Mean		95.68
Median		100.00
Mode		100
Std. Deviation		5.879
Range		16
Minimum		84
Maximum		100

Table 7. *Post-Test Descriptive Analysis Result*

The descriptive analysis indicates that among the 25 students, the average score on the post-test is 95.68 ($\mu = 95.68$). Moreover, the students' post-test of English vocabulary size has a median of 100. Additionally, it is demonstrated that the minimum score is 84, and the maximum score is 100. In order to determine the range of scores from the post-test results, the researcher employed the identical formula utilized in the first study question.

The mean of the post-test is 95.68 ($\mu = 95.68$), which indicates that it falls inside the good category. Despite exceeding the top limit of this category, the results are still below the lower limit of the next category, which is very good (>96).

Inferential Statistic

In the context of this study on the efficacy of the TPR method for vocabulary size among fifth graders, inferential statistics enables us to assess whether the observed effects in our sample can be generalized to the broader population of fifth-grade students. By employing various statistical tests, such as hypothesis testing using parametric and nonparametric tests, the researcher can evaluate the significance of findings and determine if the results are likely due to the intervention or if they occurred by chance.

TPR and Students' Vocabulary Size.

To answer research question 3, the researcher decided to use the Wilcoxon signed ranks test to ascertain whether there was an elevation in students' vocabulary size after implementing TPR. The researcher employed the Wilcoxon test after a normality t-test conducted using the Kolmogorov-Smirnov and Saphiro-Wilk method. The test results indicated a non-normal distribution, with a pre-test Sig. (2-tailed) value of 0.001 and post-test Sig. 0.000, which is below the threshold of 0.05. This shows that the data does not follow a normal distribution. Thus, the data refuses to satisfy the normality assumption necessary for parametric statistical testing.

Tests of Normality 1

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PRETEST	.244	25	.001	.835	25	.001
POSTTEST	.329	25	.000	.719	25	.000

a. Lilliefors Significance Correction

Table 8. *Normality Test Result*

The Wilcoxon signed rank test is suitable for analyzing non-normally distributed data because it is a non-parametric-parametric test that does not make any assumptions about the data distribution (Hollander et al., 2014). According to Gibbons and Chakraboti (2020), the Wilcoxon signed-rank test is a resilient statistical test capable of handling outliers and non-normally distributed data. This makes it a dependable option for examining data that does not conform to the normality assumption. Guitton and Siegel (1958) stated that According to the Wilcoxon rule, if the p-value exceeds 0.05, there is not enough evidence to reject the null hypothesis, and it is impossible to conclude that the data are equivalent. If the p-value is less than 0.05, there is enough evidence to reject the null hypothesis, indicating that the data is unequal.

Ranks

		N	Mean Rank	Sum of Ranks
POSTTEST - PRE-TEST	Negative Ranks	4[a]	6.50	26.00
	Positive Ranks	11[b]	8.55	94.00
	Ties	10[c]		
	Total	25		

a. POSTTEST < PRETEST

b. POSTTEST > PRETEST

c. POSTTEST = PRETEST

WILCOXON

Test Statistics

	POST-TEST - PRE-TEST
Z	-1.957[b]
Asymp. Sig. (2-tailed)	.050

a.   Wilcoxon Signed Ranks Test

Table 9. *Wilcoxon Signed-Rank Result*

The researcher performed a Wilcoxon-signed rank test to compare the pre-test and post-test of English vocabulary size results measures among 25 fifth-grade students taught using the TPR technique. The test's outcome indicated an asymptotic significance level of 0.050, which exceeds the significance level of 0.05. This suggests that, at a significance level of 5%, there is no statistically significant difference in English vocabulary size before and after the treatment. Put, both scores of students' tests do not provide evidence to reject the null hypothesis, which states that there is no development in English vocabulary size between the pre-test and post-test groups. This suggests that applying the TPR method does not yield a statistically significant impact on the English vocabulary size of fifth-grade students.

Based on Hartgerink et al. (2017), It is worth mentioning that results that are not statistically significant do not necessarily indicate "failure" and still add to the overall comprehension of the subject matter. Including nonsignificant results in the paper is equally crucial as reporting significant results.

Discussion

Discussing the research findings begins with a concise summary of the investigation's primary outcomes. The study sought to examine the effectiveness of the TPR method in enhancing the English vocabulary size of fifth-grade students.

The study had several limitations; one factor that could have contributed to the finding needing to be more statistically significant was the small sample size.

The study needs a more significant sample so that more statistical power can show that the variables are different. If there is a more significant sample, statistical tools make it easier to determine the actual effect. Another factor that may contribute to nonsignificant results is variability in the sample population. The presence of diverse subgroups or individual differences in response in large numbers may attenuate the overall effect, making it more difficult to detect statistically significant results.

Therefore, the researcher analyzes the factors that led to the hypothesis result. Additionally, the study did not control for other factors that could have influenced the results, such as the student's prior knowledge of English vocabulary. Such control would have been beneficial. Nevertheless, the lack of significant findings also emphasizes the necessity for additional studies to validate the efficacy of TPR education.

The study's findings, which are part of answering all three research questions, shed new light on the effectiveness of the TPR method. Initially, the data did not follow a normal distribution, which required nonparametric testing. The Wilcoxon signed rank test yielded a p-value of 0.050, suggesting that TPR did not exert a statistically significant impact. The observed result may be attributed to the limited sample size, which may have diminished the study's ability to identify substantial disparities.

Furthermore, TPR may no longer apply to students aged 10-11, a typical age for fifth-grade students in Indonesia. As children mature, their learning styles and preferences may change, rendering classic methods such as TPR less

efficacious. This change in learning preferences might clarify this study's need for a substantial effect of TPR on vocabulary size.

In the end, the study's concentration on shape-related vocabulary may have restricted the efficacy of TPR. Prior research has demonstrated that TPR can be broadly efficacious in language acquisition. Nevertheless, the limited concentration of this study on shape-related terminology may have constrained its reach, reducing the likelihood of identifying notable distinctions.

Ultimately, the findings of this study did not demonstrate a noteworthy impact of TPR on the size of English vocabulary. However, it is essential to consider that other factors could have influenced this result. Future research should consider bigger sample sizes, more comprehensive learning goals, and the incorporation of technology-based learning to gain a deeper understanding of the efficacy of TPR in language acquisition.

The results of this study are similar to those of another study mentioned in Bulan (2019), in which data was collected from 49 third-grade elementary school students in Konya, Turkey. The findings indicated that the TPR approach did not exhibit a statistically significant improvement in vocabulary acquisition compared to other methods, such as the Grammar Translation approach (GTM). This highlighted that the effectiveness of TPR might be influenced by factors such as the student's learning styles and the implementation of the method.

Despite the researcher's expectations and initial hypothesis, the study does not find a statistically significant difference between the experimental groups. The outcome is TPR, which does not significantly improve the English vocabulary

size of fifth-grade students in one of the Muhammadiyah elementary schools in

Yogyakarta. Despite being ineffective, this outcome underscores the significance

of thoroughly assessing and discussing the findings.

Chapter Five

Conclusion

The vocabulary size is essential for language proficiency, as it directly impacts language skills (reading, writing, listening, and speaking). A rich vocabulary allows one to express oneself clearly and understand complex texts, which is vital for effective learning and interaction in various contexts. In this study, the researcher aims to investigate the efficacy of the TPR method in students' vocabulary size, exploring whether this interactive and kinesthetic approach can significantly affect vocabulary size among fifth-grade students. By examining the effectiveness of TPR, this study seeks to contribute valuable insights regarding effective teaching strategies for vocabulary development in students.

The findings of this study have significant consequences, as they emphasize the necessity for educators to modify their teaching approaches to address their students' changing requirements. By integrating innovative instruction and employing interactive methodologies, educators can establish more captivating and efficient learning settings that accommodate the varied learning preferences of their students. This study emphasizes the significance of considering the extent and concentration of research studies, as these aspects can significantly impact the results and applicability of the findings.

To summarize, the result of this study is that TPR does not have a statistically significant impact on the size of English vocabulary. However, it has

contributed to the ongoing discourse on successful pedagogical approaches and the significance of adjusting to evolving student requirements. Further investigation is warranted to examine the efficacy of TPR and alternative pedagogical approaches, specifically within the framework of modern educational settings and student inclinations.

Suggestions

Following the conclusion, the researcher proposes several suggestions for this study. Various implications are proposed for English teachers, students, and future researchers.

English Teachers

Teachers should prioritize various factors if TPR is to be implemented in the classroom. It is essential to broaden the vocabulary employed rather than solely focusing on specific words, as done in this study. The scope should encompass vocabulary as a whole. Subsequently, increasing the frequency of sessions is vital to guarantee that students are provided with many opportunities to engage in TPR and enhance their vocabulary size.

Students

The researcher proposes that students enhance their level of participation in classroom learning activities to augment their engagement and comprehension of the subject matter. One can accomplish this by actively engaging in discussions, cooperating with peers on group projects, and participating in practical activities that enable them to apply their acquired knowledge.

Future Researchers

Future researchers should prioritize the implementation of larger sample sizes, prolonging the duration of their investigations and expanding the vocabulary scope to more accurately assess the effect of the TPR approach on vocabulary size. Increasing the sample size will improve the potential to apply the results to a broader range of individuals and learning environments, thereby enhancing the applicability of the findings. In addition, prolonging the research duration enables a more comprehensive evaluation of TPR's efficacy over an extended period, yielding vital insights into its enduring advantages for vocabulary size and overall language proficiency. By broadening the vocabulary range to include a wider variety of words and contexts, researchers can better comprehend how TPR impacts different aspects of language acquisition. This will result in more reliable findings about its effectiveness in diverse educational environments.

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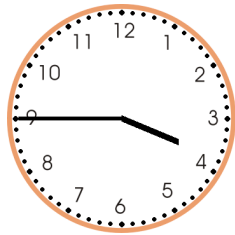
Appendices

NAME	
CLASS	

ACTIVITY 1

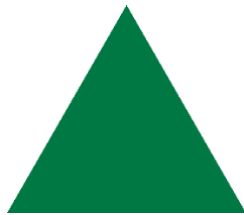**Lihat dan perhatikan gambar berikut, pilihlah jawaban yang benar!**

1. What shape is it?

   a. Rectangle
   b. Circle
   c. Oval

2. What shape is it?

   a. Rectangle
   b. Triangle
   c. Square

3. What shape is it?

   a. Crescent
   b. Parallelogram
   c. Kite
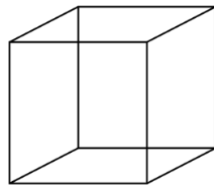
4.

What shape is it?

a. Cube
b. Oval
c. Kite

5.

What shape is it?

a. Circle
b. Cube
c. Triangle

ACTIVITY 2

Pasangkanlah kosakata Bahasa Inggris di bawah dengan artinya dalam Bahasa Indonesia. Gunakan garis untuk menghubungkan kosakata dengan artinya!

Kite •   • Lingkaran

Cube •   • Oval

Crescent •   • Kubus

Triangle •   • Belah ketupat

Rectangle •   • Kubus

Circle •   • Segitiga

Square •   • Persegi panjang

Oval •   • Sabit

Crescent •   • Persegi

ACTIVITY 3

Lengkapilah dialog berikut dengan menggunakan ungkapan-ungkapan yang disediakan berdasarkan percakapan guru yang diperdengarkan.

Triangle	**Parallelogram**	**Oval**
Cube	**Crescent**	**Kite**

Tony : Samantha, do you know what shape an egg is?

Samantha : (1) ………………….

Tony : Oh, then the shape of the moon is (2) ……., right?

Samantha : Yes, you are correct. Why were you asking me about shape?

Tony : I have an exam about shapes tomorrow morning.

Samantha : Ok, I will help you to learn about shapes.

Tony : Thank you! Do you know what the shape of dice?

Samantha : (3) …… Well, tell me what shape of roof of house?

Tony : It is (4) ………...

Tony : What the shape of birthday hat Samantha?

Samantha : It's (5) ……... Tell me the shape of kite!

Tony : It's (6) ……...

Samantha : You did it. Good luck on your exams tomorrow, Tony!

Tony : Thank you, Samantha!

ACTIVITY 4

Tuliskanlah 5 kata dalam Bahasa Inggris mengenai *shapes*!

1. …………………………….

2. …………………………….

3. …………………………….

4. …………………………….

5. …………………………….

ACTIVITY 1

Carefully look at the images below! Choose the correct answer!

Lihat serta perhatikan gambar dibawah ini. Pilihlah salah satu jawaban yang benar!

1.

I have ...... balls. The shape

    a. Five – Sphere
    b. Four – Triangle
    c. Five – Semicircle

2.

What shape is the moon?

    a. Crescent
    b. Semicircle
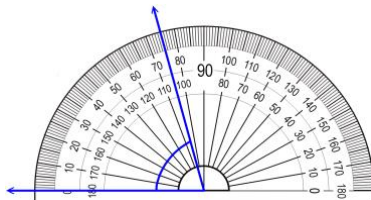   c. Octagon

3.

What is eggs shape?

    a. Rectangle
    b. Cube
    c. Oval

4.

What is the ruler arc shape?

    a. Cone
    b. Semicircle
    c. Oval

5.

This is a .... bottle

a. Sphere
b. Square
c. Cylindrical

(Match the word with the meaning!)

Pasangkanlah kosakata Bahasa Inggris di bawah dengan artinya dalam Bahasa Indonesia. Gunakan garis untuk menghubungkan kosakata dengan artinya!

Cylinder	Persegi
Crescent	Kubus
Cube	Segi enam
Pentagon	Tabung
Triangle	Sabit
Hexagon	Segi lima
Rectangle	Segitiga
Square	Persegi panjang
Octagon	Setengah lingkaran
Semicircle	Segi delapan

(Fill in the blanks!)

Isilah kotak kosong dibawah dengan menggunaka kata yang disediakan!

Crescent	**Rectangle**	**Circle**
Oval	**Parallelogram**	**Cube**

[_____]   [_____]   [_____]

[_____]   [_____]
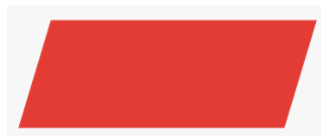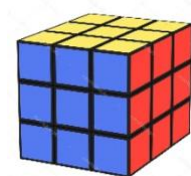
Write words about shape and its meaning!

Tuliskanlah kata mengenai *shapes* dalam Bahasa Inggris dan artinya!

1. …………………….

2. …………………….

3. …………………….

4. …………………….

5. …………………….