

The Implementation of Total Physical Response (TPR) Method to Improve Students' Vocabulary

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Abstract

This research aims to determine how the implementation of teaching vocabulary using the TPR method and whether the TPR method can improve the students' vocabulary. This type of research was classroom action research (CAR). The research was conducted in two cycles. The research subjects were 20 students. Data collection was obtained based on observation, test, and documentation results. The data analysis used is descriptive qualitative and descriptive quantitative. Based on the qualitative data analysis, it shows that the implementation of the TPR method can make students easier to remember vocabulary. The results of the quantitative data analysis showed that the percentage of pre-action scores was 30% of students who passed. After carrying out actions using the TPR method in the learning process, cycle I data increased by 15% to 45% of students who passed. In cycle II, 80% of students passed the test and an increase of 35%. Cycle II was stopped because students had achieved classical mastery 80%/16 of the total number of students in one class, and individual students reached KKM 75. From this data, it can be concluded that the learning was declared complete individually and classically. So, using the TPR method can improve students' vocabulary.

Keywords: *vocabulary, total physical response (TPR), classroom action research (CAR).*

Abstrak.

Penelitian ini bertujuan untuk mengetahui bagaimana implementasi pengajaran kosakata dengan menggunakan metode TPR dan apakah metode TPR dapat meningkatkan kosakata siswa. Jenis penelitian ini adalah penelitian tindakan kelas (PTK). Penelitian ini dilakukan dalam dua siklus. Subjek penelitian berjumlah 20 siswa. Pengumpulan data diperoleh berdasarkan hasil observasi, tes, dan dokumentasi. Analisis data yang digunakan adalah deskriptif kualitatif dan deskriptif kuantitatif. Berdasarkan analisis data kualitatif menunjukkan bahwa penerapan metode TPR dapat membuat siswa lebih mudah mengingat kosakata. Hasil analisis data kuantitatif menunjukkan persentase nilai pratindakan sebesar 30% siswa yang tuntas. Setelah dilakukan tindakan dengan metode TPR pada proses pembelajaran, data siklus I meningkat sebesar 15% menjadi 45% siswa yang tuntas. Pada siklus II siswa tuntas tesnya sebesar 80% dan terjadi peningkatan sebesar 35%. Siklus II dihentikan karena siswa telah mencapai ketuntasan klasikal 80%/16 dari jumlah siswa dalam satu kelas, dan secara individu siswa mencapai KKM 75. Dari data tersebut dapat disimpulkan bahwa pembelajaran dinyatakan tuntas secara individual dan klasikal. Jadi, penggunaan metode TPR dapat meningkatkan kosa kata siswa.

Kata Kunci: *vocabulary, total physical response (TPR), classroom action research (CAR)*

INTRODUCTION

Vocabulary is important because it is the foundation for other language skills, such as sentence structure. It will be simpler for someone to read, write, listen, and speak English if they have a large vocabulary. Students proficient in their vocabulary will be able to communicate with strangers more effectively, write in English, and interpret its meaning. If they get the importance of these words, they can communicate in English or translate anything into it (Wardani, 2015). Effective communication depends on having a significant vocabulary. The success of students' vocabulary is to use effective learning techniques to increase their vocabulary knowledge and English language proficiency (Min, 2013). To ensure that vocabulary knowledge is used productively, consideration should also be paid to factors like motivation, desire, and environmental support. Additionally, understanding the components of productive vocabulary knowledge gives teachers information and guidance for creating suitable instruments to gauge students' degree of understanding of words, their form, and usage (Maskor & Baharudin, 2016).

As is common knowledge, students in junior high schools are expected to have a vocabulary of 1000–1500 words (Biyansyahna & Maulana, 2020). The vocabulary of junior high school students should be a vocabulary that is no longer basic like that of elementary school students. But in reality, junior high school the seventh-grade students at Madrasah Basis Santri Pondok Pesantren Daruth Thalibin Bangilan Tuban have a low vocabulary. One example is that they don't know the English word for "pintu" which is "door". It is known that seventh-grade students' vocabulary mastery still needs to improve. Because, in reality, students still have difficulty learning English. When learning the four language skills, this challenge is evident. One of the learning media frequently employed by teachers is student worksheets (LKS). The teacher have not optimized learning media that are fun, interesting, and varied. This makes students to become bored and pay less attention while learning, resulting in low vocabulary mastery. Students become lazy to studying due to less attractive learning media. As a result, student learning activity and motivation remain low. Thus allowing students to fall asleep in class throughout learning. The teacher had tried to effectively convey the teacher material by speaking clearly and aloud, looking at every student, and reprimanding those who are not paying attention. However, the teacher's attempts to motivate students to treat learning seriously were in vain. Therefore, most of their English scores are low under the KKM.

A teaching strategy that can inspire students to learn English is to use a varied method, like the total physical response method. It is one of the methods

created by James Asher, a psychology professor at San José State University in California, the United States, to help students learn foreign languages. He stated that children would respond physically before they begin to reply verbally to pronouncements made directly to them and containing a command (Khairma & Suryana, 2018). The language acquisition technique known as total physical response emphasizes the integration of speech and action. It has something in common with the trace theory of memory, which holds that the more frequently or intensively a memory connection is traced, the more reliable it will be. Students comply with movement-based instructions in a total physical response method classroom (Bahtiar, 2017). TPR is a method that incorporates movement and gestures into the learning process (Rusiana & Nuraeningsih, 2016). A physical activity involving movement can boost students' desire for learning while enhancing their memory (Mohammadian et al., 2016). Furthermore, help the students learn vocabulary more quickly and easily (Sariyati, 2013).

Of the various forms of activity that use the TPR method in the teaching and learning process in the classroom, the novelty in this research is to use the LCD Projector. Using an LCD Projector can indirectly educate students to issue more creative ideas in the use of technology, which can be helpful for self-development in the growing era of modernization.

Based on the urgency of research on the problems the researcher had reviewed above, that seventh-grade student at MBS PP. Daruth Thalibin had a low vocabulary, so the researcher conducted research using the TPR method that can improve their vocabulary because the title of this research is still related to the current conditions and follows the suggestions of previous researchers to conduct further research, it may be applied in various settings and to other subjects.

METHOD

In this research, the researcher used classroom action research methods. Classroom Action Research, or CAR for short, is a type of research that takes place in the classroom in the form of specific actions performed to enhance the teaching and learning process and increase learning outcomes better than previously. Classroom action research (CAR), according to Rokhmawati & Mastuti (2018), is research carried out by teachers to attempt to improve the standard of learning in the classroom. Enhancing the learning experience is a top priority in classroom action research, exploring ways to improve each learning cycle by acting and reflecting on it.

FINDINGS AND DISCUSSION

Before implementing the TPR method, the researcher conducted a pre-test score shown on Monday, April 10th, 2023. A 20-item multiple choice test covering the information covered in seventh grade was administered as part of

the activity. The syllabus and the LKS book were consulted for guidance.

Then after the pre-test was carried out, the implementation of the action using the TPR method was continued. In this implementation, there are two cycles, all of which are shown below.

Cycle I:

1) Planning

This planning was carried out before the implementation of the action, on Thursday, April 6th, 2023. The researcher and the teacher decide on a schedule for acting. Prepare teaching materials, such as syllabi and lesson plans, that the researcher has created. Organize the tools and techniques for instruction that are required. Finally, the researcher and the instructor spoke about the outcomes and procedures of the instruments the researcher had previously created.

2) Action

The first meeting was held on Wednesday, April 12th, 2023 with 20 students attending. Activities were held in the second hour, 08.30-09.30 (2 x 30 minutes), in the seventh-grade of MBS PP. Daruth Thalibin. After opening, the teacher explained the concept of the total physical response method and how to implement it using PPT displayed on the LCD projector. Then the teacher divides the group, each group consisted of 2 students. The teacher gives students a few minutes to discuss vocabulary by describing or practicing with movements for the other groups to guess. After that each group takes turns to present in front of the class. The teacher tolerates if students make mistakes and give correct answers for them. The teacher also reinforces students who were right in responding to instructions. Finally, the teacher closed the lesson.

The second meeting was held on Thursday, April 13th, 2023 with 20 students attending. Activities were held in the third hour, 10.00-11.00 (2 x 30 minutes), in the seventh-grade of MBS PP. Daruth Thalibin. After opening, students join the predetermined groups, and the teacher explains vocabulary words related to people, including family, body parts, feelings or emotions, and jobs. The teacher and researcher prepared some pictures related to the material in PowerPoint to be distributed randomly to each group. Then, the teacher asked each group to observe the pictures on the LCD Projector and discuss some vocabulary obtained by describing or practicing with movements for the other groups to guess. After that each group takes turns to present in front of the class. The teacher tolerates if students make mistakes and give correct answers for them. The teacher also reinforces students who were right in responding to instructions. Finally, the teacher closed the lesson.

The third meeting was held on Friday, April 14th, 2023 with 20 students attending. Activities were held in the first hour, 07.30-08.30 (2 x 30 minutes), in the seventh-grade of MBS PP. Daruth Thalibin. After opening, students join the predetermined groups, and the teacher explains vocabulary words related to school, including classroom objects such as books, pencils, erasers, etc. The teacher and researcher prepared some pictures related to the material in PowerPoint to be distributed randomly to each group. Then, the teacher asked each group to observe the pictures on the LCD Projector and discuss some vocabulary obtained by describing or practicing with movements for the other groups to guess. After that each group takes turns to present in front of the class. The teacher tolerates if students make mistakes and give correct answers for them. The teacher also reinforces students who were right in responding to instructions. Finally, the teacher closed the lesson.

3) Observation

Observations were made during the learning process in cycle I. Observations were shown to students and teacher.

Students:

In the first meeting, students still pay less attention to the teacher's explanation. They appeared bored and sleepy. The students still looked embarrassed and doubtful. In addition, students are still confused about how to describe or make movements about the vocabulary they had acquired. During the question and answer session, many students did not respond due to their lack of vocabulary.

In the second meeting, students began to pay attention to the teacher's explanation. Students are still perplexed when the teacher hands them a random picture to discuss with their group members before presenting it again in front of the class. However, students began to show enthusiasm for learning, as evidenced by thinking hard in responding to the instructions of the group in front.

In the third meeting, students have shown their seriousness in the learning process using the TPR method. Students no longer appear to be dozing off because they are followed by activities that keep them active. Students conduct group discussions well. Quite many students have started to dare to come forward without being appointed. In addition, they look happy when playing guessing games with their friends. Overall, students' participation had been good, as seen from their activeness, even though it still needs to be optimal.

Teacher:

Teacher activities from the first to the last meeting in cycle one ran smoothly according to the lesson plans that had been prepared. However, there were some obstacles in the first meeting, such as the lack of examples of the TPR method and freeing students to acquire their vocabulary without preparing pictures beforehand, as in the second and third meetings. But everything can be overcome and handled in the next meeting. Teacher always give appreciation to students in the form of applause and praise to students.

4) Reflection

Reflection is carried out after the learning activities are carried out. Reflection activities aim to improve the learning carried out to plan improvements in cycle II. The reflection activities to be carried out are: The teacher must be more creative in arousing students' courage by providing learning motivation, direction, and advice so that students no longer feel shy and hesitant., The teacher needs to improve in stimulating students to be more focused in responding to instructions and asking them to learn more about the vocabulary they have acquired so that later they can respond to instructions correctly., Guide students were less active and experiencing difficulties by approaching and giving them special attention.

Because in cycle I, there were still many students who could not implement TPR well, so the increase in vocabulary was not optimal, as evidenced by their scores in post-test I had not reached the KKM individually ≥ 75 and classically 80% (16) students in one class, so further research was needed in cycle II.

Cycle II:

1) Planning

Cycle II action planning is based on the results of the cycle I reflection. Cycle II planning was carried out before the action on Tuesday, May 02nd, 2023. The planning stages carried out before the second cycle of activity are: The teacher and the researcher discuss learning devices (lesson plans that the researcher had made), The media and learning methods needed., The process of test instruments used in cycle II post-action., Finally, the researcher determines the research schedule with the teacher. In cycle II, the teacher was more assertive and assisted by the researcher in guiding students to focus on the TPR method.

2) Action

The implementation of actions using the TPR method in cycle II was carried out in three meetings, with the following steps:

The first meeting was held on Wednesday, May 03rd, 2023 with 20 students attending. Activities were held in the third hour, 10.00-11.00 (2 x

30 minutes), in the seventh-grade of MBS PP. Daruth Thalibin. After opening, the teacher explained vocabulary words related to house, including home objects, cleaning supplies, and daily routines using PPT displayed on the LCD projector. Then the teacher divided them into different groups from cycle I, each with two students. The teacher and researcher prepared some pictures related to the material in PowerPoint to be distributed randomly to each group. Then, the teacher asked each group to observe the pictures on the LCD Projector and discuss some vocabulary obtained by describing or practicing with movements for the other groups to guess. After that each group takes turns to present in front of the class. The teacher tolerates if students make mistakes and give correct answers for them. The teacher also reinforces students who were right in responding to instructions. Finally, the teacher closed the lesson.

The second meeting was held on Thursday, May 04th, 2023 with 20 students attending. Activities were held in the second hour, 08.30-09.30 (2 x 30 minutes), in the seventh-grade of MBS PP. Daruth Thalibin. After opening, students join the predetermined groups, and the teacher explains vocabulary words related to animal such as cow, snake, duck, etc. The teacher and researcher prepared some pictures related to the material in PowerPoint to be distributed randomly to each group. Then, the teacher asked each group to observe the pictures on the LCD Projector and discuss some vocabulary obtained by describing or practicing with movements for the other groups to guess. After that each group takes turns to present in front of the class. The teacher tolerates if students make mistakes and give correct answers for them. The teacher also reinforces students who were right in responding to instructions. Finally, the teacher closed the lesson.

The third meeting was held on Friday, May 05th, 2023 with 20 students attending. Activities were held in the first hour, 07.30-08.30 (2 x 30 minutes), in the seventh-grade of MBS PP. Daruth Thalibin. After opening, students join the predetermined groups, and the teacher explains vocabulary words related to preposition, such as above, behind, in, and actions such as stand, sit, run, etc. The teacher and researcher prepared some pictures related to the material in PowerPoint to be distributed randomly to each group. Then, the teacher asked each group to observe the pictures on the LCD Projector and discuss some vocabulary obtained by describing or practicing with movements for the other groups to guess. After that each group takes turns to present in front of the class. The teacher tolerates if students make mistakes and give correct answers for them. The teacher also reinforces students who were right in responding to instructions. Finally, the teacher closed the lesson.

3) Observation

Observations were made during the learning process in cycle II. Observations were shown to students and teacher.

Students:

Based on observations of learning activities that have been carried out in the first meeting of cycle II. Students are starting to show seriousness in learning. Students began to actively ask and answer even though there are some who still look doubtful and afraid of being wrong.

In the second meeting, the enthusiastic attitude of students looks good during learning. Although almost three-quarters of the students hesitate to come forward in front of the class without the teacher's appointment, the rest dare to come forward without being appointed. Students began to ask and answer actively, even though there were 4/5 students who still looked doubtful and afraid of being wrong.

In the third meeting, students seemed very enthusiastic about participating in learning activities, both question and answer activities and discussion activities. Most students come forward in front of the class without the teacher's appointment as their academic performance has improved. Many students can respond to teacher instructions or explanations and can discuss well.

Teacher:

Teacher activities from the first to the last meeting in cycle one ran smoothly according to the lesson plans that had been prepared. The researcher assists the teacher in conditioning the students when obtaining vocabulary randomly by always supervising during the discussion and reprimanding students who look only rowdy. The teacher always guides students if they need help in describing or making movements about the vocabulary that each group had obtained. Teacher try to raise students' self-confidence so that students dare to perform well in front of the class or in question and answer activities such as responding to instructions.

4) Reflection

Judging from the quality of the learning process, vocabulary mastery through the TPR method had improved. This is shown in the enthusiasm and activeness of students. It impacts increasing vocabulary mastery and direct student involvement in the learning process in cycle II. Vocabulary learning using the TPR method makes students pay attention to learning so that it can improve the mastery of the vocabulary of seventh-grade students. It is also evident that students have met the standards of an individual (KKM 75) and classical (80%/16 students) completeness of the number of students in one class. From this. The researcher and teacher

agreed that this classroom action research should not be continued to the next stage.

The Improvement in Students' Scores Results

Scores of Pre-Action:

The table below contains information on the outcomes of students' vocabulary mastering abilities on a multiple-choice test with a total of 20 items about the topics covered in seventh grade by looking at the syllabus and the LKS book:

Table 1 The Result of Pre-Action

The Highest Score	85
The Lowest Score	30
Average Score	56,75
Students Passed ≥ 75	6 (30%)
Students Failed ≤ 75	14 (70%)

Based on table 1 above, it can be seen that the average score of the Pre-Action results was 56.75, the highest score was 85, and the lowest score was 30. The percentage of students who passed reached $KKM \geq 75$ was 6 students (30%), and 14 students failed (70%). So it is necessary to take action to apply the TPR method in the learning process in the hope that student scores can achieve maximum results.

Scores of Post-Action in Cycle I:

The table below contains information on the outcomes of students' vocabulary mastering abilities on a 20-item multiple-choice test about the topic they had studied using the TPR method in cycle I:

Table 2 The Result of Post-Action in Cycle I

The Highest Score	90
The Lowest Score	50
Average Score	68,75
Students Passed ≥ 75	9 (45%)
Students Failed ≤ 75	11 (55%)

Based on table 2 above, it can be seen that the average score of the Post-Action cycle I results is 68.75, the highest score was 90, and the lowest score was

50. The percentage of students who passed reached $KKM \geq 75$ was 9 students (45%), and 11 students failed (55%). However, the increase still needed to meet the criteria for classical completeness, namely, 80% of the total number of students who completed the learning, because there were still many students who were below the KKM , so the action was continued to cycle II.

Scores of Post-Action in Cycle II:

Data on the results of students' vocabulary mastery ability by giving a multiple choice test totaling 20 items about the material that had been taken by applying the TPR method in cycle II can be seen in the table below:

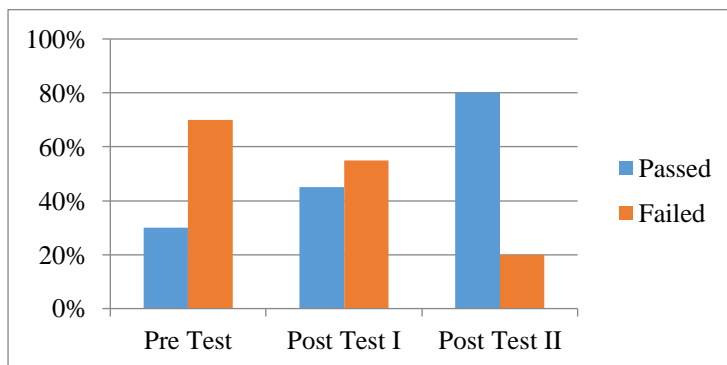
Table 3 The Results of Post-Action in Cycle II

The Highest Score	100
The Lowest Score	60
Average Score	81
Students Passed ≥ 75	16 (80%)
Students Failed ≤ 75	4 (20%)

Based on table 3 above, it can be seen that the average score of the Post-Action cycle II results was 81, the highest score was 100, and the lowest score was 60. The percentage of students who passed reached $KKM \geq 75$ was 16 students (80%), and 4 students failed (20%).

Data from the post-action test results in cycle II showed that many students could reach the KKM individually (75) and Classical (80%). The results of Pre-Action and Post-Action in Cycles I and II are compared as follows:

Figure 1 Comparison Data of Pre-Action, Post-Action in Cycles I and II



Based on the comparison graph above, it is known that 30% students scored ≥ 75 in the pre-test, and as many as 45% students passed in cycle I, which increased by 15%. In cycle II, as many as 80% students passed with a score of ≥ 75 , so there was an increase of 35%. In this cycle II test, many students have reached the specified KKM of ≤ 75 and the Classical Completeness Criteria, which is 80%, so the vocabulary mastery of seventh-grade students of MBS PP. Daruth Thalibin can be said to have improved.

Based on the improvement in student learning outcomes from cycle I to cycle II after the action, the researcher and teacher agreed that this classroom action research should not be continued to the next stage.

DISCUSSION

TPR method can improve students' vocabulary mastery. However, this study differs from other studies in that it not only calculates students' scores on vocabulary progress but also understands how the TPR approach is used during the vocabulary teaching process. Results of observations and test scores from the pre-test, post-test I, and post-test II show that students' vocabulary abilities have improved. This element helps students become more proficient in their vocabulary over time by having them reflect at the conclusion of each cycle and find solutions in the following cycle.

Although the research setting, media, subject, and location are different from the previous research, the TPR method can equally improve students' vocabulary. Using the TPR method, the class becomes interesting and can arouse students' enthusiasm because TPR is an entertaining activity, so students were not easily bored and sleepy. This aligns with Pinter as cited in Susanti (2016), stated that young learners like fantasy, imagination, and movement. Asher's theory in Larsen & Freeman's book (Er, 2013) is that the total physical response demonstrates a comprehension method. It means comprehension comes before pronunciation while learning a language. So, teaching English vocabulary using total physical response in the classroom was successful because there was an effect on the test scores after they were treated using the total physical response method. In other words, the TPR method effectively improves students' vocabulary acquisition.

CONCLUSION

The TPR approach is implemented in 4 steps to increase the student's vocabulary proficiency. Planning comes first, followed by action, then observation, and finally reflection. These four steps provide evidence that the TPR approach was successfully used to increase students' vocabulary. By comparing the percentage results of the pre-test and post-test in cycles I and II, it is possible to evaluate how the outcomes of vocabulary mastery have improved. The acquisition of results at the end of cycle II, where the average student score was 81 and the number of students who finished the exam was 16, with a percentage of 80, further strengthened the comparability of these scores. As a result, a lot of students have fulfilled the predefined classical completion criteria of 80% and the predefined success indicator (KKM) of 75, leading to the conclusion that the TPR approach may help the seventh-grade students at MBS PP. Daruth Thalibin increase their vocabulary. The results of

this research certainly have positive implications for various parties concerned with this research. However, the researcher realizes that this research is still far from perfect. So, the researcher suggests that other researchers can use the TPR method with different subjects, media, and settings so that the TPR learning method can be better than previous and current research.

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