

Describing the use of Total Physical Response to help kindergarten students in learning English vocabulary

¹Atmim Lana Nurona*, ¹Kurniawan Yudhi Nugroho, ¹Mega Mulianing Maharani,
¹Choiril Anwar

¹English Education Study Program, Faculty of Languages, Literature, and Culture, Universitas Islam Sultan Agung, Indonesia

*Corresponding Author

Email: 31802200009@std.unissula.ac.id

Abstract

In the beginning stages, young learners' vocabulary plays a vital role. However, children often lack the focus required; learning methods that involve movement can help children remember and understand more easily. This study aims to describe how the Total Physical Response method is used to help kindergarten students in learning English vocabulary. The research employs a qualitative descriptive design focused on a single class. This research was conducted with the participation of teachers and students from one class. The sampling technique used in this research is purposive sampling. The research sample includes kindergarten students and their teachers in Semarang. Data collection in this research was conducted through field notes and video recording. The data was analyzed qualitatively using thematic analysis techniques, which involve grouping data based on themes or patterns that emerge from interviews, field notes, and video recordings. The findings demonstrate that the Total Physical Response (TPR) method provides a meaningful framework for vocabulary acquisition by addressing psychological, practical, and cognitive dimensions. Specifically, the results reveal that TPR reduces language anxiety by prioritizing auditory comprehension and delaying the pressure of immediate speech production, thereby fostering a secure, low-stress environment. This psychological security allows the method to offer an authentic space for practice where students transition from passive observers to active participants. To complement this engagement, integrating gross motor movements serves as a natural tool for maintaining focus and channelling students' energy into purposeful tasks while embedding long-term memory through kinaesthetic traces. Ultimately, this study implies that fostering a learning ecosystem that prioritizes physical engagement is essential for cultivating confident and proactive language learners in early childhood education.

Keywords: kindergarten; total physical response; vocabulary

INTRODUCTION

Vocabulary plays a vital role for young learners because at this stage, children are curious, energetic, and eager to explore new experiences (Jazila & Megawati, 2024). Teaching vocabulary during this period is highly recommended because it can enhance students' cognitive abilities (Suryana et al., 2021). Additionally, mastering vocabulary helps children, especially kindergarten students, prepare for the next level of education. In Indonesia, English is a required subject taught from junior high school to university (Saban et al., 2021). An early, strong vocabulary foundation is essential for children to understand instruction well, express their thoughts, and actively participate in learning activities (Yanti et al., 2024).

As we know, vocabulary learning is a dynamic process that requires an engaging and varied teaching approach to ensure long-term retention and effective communication (Nuraeni & Aisyah, 2020). Therefore, to maximize vocabulary retention and keep students interested, teaching methods should include captivating techniques such as vocabulary games, pictures, songs, videos, or other multimedia (Bakhsh, 2016; Ramadini & Halimah, 2019). Using these engaging methods is vital because they not only motivate students to enjoy learning English but also help encode new words into long-term memory, ensuring the vocabulary remains accessible for future use. Additionally, a deliberate effort to repeat new words introduced in different activities and contexts is essential, as it

transfers these words from short-term to long-term memory and enables students to access them automatically for productive skills (speaking and writing) and receptive skills (listening and reading) (Fahrurrozi, 2017).

In several studies, Total Physical Response has proven effective in improving vocabulary understanding and language structure. As a result, many studies have examined TPR related to teaching or enhancing vocabulary among students. This theory is supported by Yanti et al (2024), who found that the TPR method is effective in increasing vocabulary acquisition among fourth-grade elementary students through a pre-experimental study. Another study by Suryana et al (2021), titled "English Learning Interactive Media for Early Childhood through the Total Physical Response Method," revealed that TPR successfully developed an interactive English learning medium for children aged 5-6 in kindergarten, proving to be effective. Additionally, Celik et al (2021) In their publication titled "The Effect of Total Physical Response Method on Vocabulary Learning/Teaching," they confirmed that the TPR method impacts academic achievement in vocabulary, contributing to the learning process and better outcomes, including increased student engagement. While most of these studies focus on vocabulary acquisition, some research applies TPR to young children for other skills. Mamma & Sirjon (2024) state that the Total Physical Response method positively affects listening skills in children aged 5-6.

Although the effectiveness of the Total Physical Response (TPR) method in improving vocabulary mastery has been proven in several studies, most of them only focus on the final learning outcomes, which sometimes do not focus on the learning process and optimization of this method in the classroom. Therefore, to address this gap, this study aims to describe how total physical response is used to help the kindergarten students in learning English vocabulary. The value of this research lies in its ability to offer a profound understanding of the pedagogical dynamics within a naturalistic classroom setting, capturing the subtle interplay between physical engagement and students' emotional states. By documenting the intricacies of the implementation process, this study provides meaningful insights for educators on how to refine TPR through pedagogical sensitivity, such as intonation management and adaptive scaffolding. Ultimately, these findings contribute to a more holistic perspective on fostering a secure and proactive learning ecosystem for early childhood foreign language education.

The foundation of successful second language (L2) acquisition in young learners depends on methodological approaches that effectively connect linguistic input with understandable action (Luh et al., 2020; Paramita, 2022). Among the most well-known of these is the Total Physical Response (TPR) method, which argues that language learning should imitate the early stages of first language acquisition, where comprehension comes before production, and learning is supported through physical movement. This kinesthetic-based approach is especially suitable for early childhood education, leveraging children's natural tendency toward play and movement to lower the affective filter and improve long-term vocabulary retention (Janikulovna & Diyora, 2025; Xie, 2021). Therefore, research efforts are increasingly focused on thoroughly assessing TPR influence on young learners' cognitive and linguistic growth, requiring the use of strong research tools capable of capturing both obvious and subtle learning outcomes.

To gain a comprehensive and ecologically valid understanding of TPR effectiveness, researchers often use triangulated qualitative tools, notably the semi-structured interview and systematic observation (Cresswell & Creswell, 2018). The interview is essential for gathering perceptual and attitudinal data that provide context for behavioral outcomes. For teachers, interviews play a key role in documenting their fidelity to the TPR method, identifying implementation challenges, and sharing their professional judgment on its success or need for modification in practice (Tisdell et al., 2025). This subjective data is essential for interpreting the observable phenomena.

Complementing these perspectives, systematic classroom observation provides the necessary objective data regarding the practical application of TPR and the resultant student behavior. Observation focuses on documenting the quality and quantity of physical responses to verbal commands, the speed of reaction time, the level of active participation across the class, and the spontaneous use of learned vocabulary during activities, data often captured through detailed field notes or structured checklists (Lochmiller & Lester, 2025). By observing the children's non-verbal communication and engagement with the TPR commands, researchers gain evidence of comprehension that precedes verbal output, aligning perfectly with TPR's theoretical foundation (Celik et al., 2021). The synergy between the rich, contextualized narratives from the interviews and the precise, behavioral evidence from the observations allows for a nuanced assessment of how and why the Total Physical Response method successfully accelerates L2 vocabulary acquisition in early learners.

METHOD

Research design

This study was a qualitative descriptive study design to collect data in the field because this study design is exploratory, focuses on one class, and is also able to explore more deeply the teaching process and experience of teachers. Additionally, this method aligns with the research design and objectives, which aim to use the Total Physical Response method in vocabulary instruction comprehensively to achieve satisfactory results (Cresswell & Creswell, 2018).

Research participants

Participants in this study consist of 16 kindergarten students and a classroom teacher in Semarang who were selected through purposive sampling. The researcher chose kindergarten because young children are more open to new things, including vocabulary, which is very important to teach from an early age. Sample selection was based on specific criteria relevant to the research focus, ensuring that participants were kindergarten students aged 5 – 6 with limited vocabulary skills. This research uses purposive sampling as a reference for selecting participants.

Data collection

Data was collected through a comprehensive process involving semi-structured interviews, field notes, and video recording. The tools were developed based on the research objectives, which aim to describe how the Total Physical Response (TPR) method can help kindergarten students in learning vocabulary. Data collection was multifaceted, starting with in-depth, semi-structured interviews with the teacher. These interviews are crucial for gathering rich, qualitative data about the teacher's understanding and implementation of TPR, the instructional adaptations made to fit the children's profiles, and the teacher's reflective observations on changes in students' affective behaviours, such as enthusiasm, engagement, and reduced language anxiety (Afrianti & Rustipa, 2024). The interview was specifically investigating the observed links between the children's physical responses and their developing language comprehension, especially when commands are given without immediate translation (Jayanti & Rachmawati, 2025; Riyanti et al., 2024) providing valuable insights into the teaching process from the practitioner's perspective.

Data analysis

The data in this study were comprehensively constructed through the integration of several qualitative data collection techniques in order to answer the research questions in depth. The researcher conducted semi-structured interviews with classroom teachers to explore pedagogical insights, which were then reinforced through systematic observation using video recordings in the classroom to capture the dynamics of interaction in real time. In addition, the use of field notes and learning documentation served as supporting instruments for data triangulation, ensuring that each recorded phenomenon could be verified from various perspectives. This multi-method approach

enabled the researcher to accurately identify patterns of student behaviour and teacher strategies in the implementation of Total Physical Response (TPR), as summarized in the following Table 1:

Table 1. Thematic Analysis Framework: Integrating Interview and Observation Data

Sub-Theme	Coded for		Definition	Data Extract
TPR helps reduce language anxiety and cultivate students' positive affect	Low-Stress Environment		Cultivating a low-stress learning environment where students feel secure, free from the pressure of immediate oral production	[If there are children who are unable to follow, I do not force them, but provide assistance gradually and motivate them so that they feel comfortable and confident.]
		Affective Scaffolding	The strategic use of the mother tongue (Indonesian) or gentle intonation to bridge understanding and maintain psychological safety.	[I occasionally use Indonesian translations... to ensure students don't feel confused or pressured] [I use sentences that are short, clear, and spoken with a calm intonation]
TPR helps provide space for practice through active student participation	Active Response	Motor	Transforming verbal commands into direct physical actions, allowing students to "experience" the language through their bodies.	[Children follow the movements... they learn through moving, playing, and imitating rather than just sitting and memorizing] [Students touch their body parts directly according to the vocabulary sung] [I use interactive games (such as <i>Simon Says</i>) as an active practice space]
		Independent Validation	Providing opportunities for students to prove their understanding autonomously through post-movement activities like worksheets.	[I give the students worksheets: students' colour and write the fruit names... or paste vocabulary onto the matching body parts] [I give individual and group tasks to validate their understanding independently]
TPR helps focus through physical activities	Kinaesthetic Attention Centering		Utilizing gross motor movements and high-interest media to anchor students' focus and channel their energy into the lesson.	[I Linking concrete objects (realia) with physical actions to strengthen visual-auditory focus]
		Attention Management Mechanism	Using rhythmic or auditory cues to reclaim and redirect students' concentration during high-energy physical activities.	[I strategically uses voice volume management to anchor students' auditory focus during high-energy activities] [I cleverly uses classroom management techniques such as 'silent clap' or rhythmic counting to pull the students' attention back]

To interpret the data presented in Table 1, the researcher applied thematic analysis based on the framework developed by Braun & Clarke (2006). This analytical process was conducted through six systematic phases that are both iterative and reflective. The first phase began with familiarization, where the researcher performed transcriptions and repeated readings of the entire dataset to grasp the context holistically. The second phase involved coding to systematically identify meaningful features of the data. Third, the researcher conducted theme identification by grouping relevant codes into broader categories.

Subsequently, in the fourth phase, a theme review was performed to ensure internal consistency between the themes and the supporting data. The fifth phase included defining and naming themes to capture the conceptual essence of the research findings. Finally, the sixth phase was the production of the qualitative report, integrating these findings into a logical narrative supported by empirical evidence from the field. The employment of this method ensures that the

research results are not merely descriptive but represent a profound interpretation of the effectiveness of TPR in early childhood vocabulary learning.

RESULTS AND DISCUSSION

This section presents the empirical findings gathered to address the primary research question: "How can the Total Physical Response (TPR) method help kindergarten students in learning English vocabulary?" The primary data for this study were constructed through in-depth semi-structured interviews with the classroom teacher to explore a comprehensive understanding of the TPR implementation. To strengthen these findings, the researcher conducted four kindergarten classroom observations over a one-month period. The learning dynamics were meticulously documented using video recordings in every session, which proved crucial for capturing detailed physical responses, emotional expressions, and spontaneous student interactions that might have been overlooked during manual observation.

Based on the thematic analysis of the triangulated data, the research identifies three pivotal ways in which TPR facilitates vocabulary acquisition for young learners. First, TPR helps reduce language anxiety and cultivate students' positive affect by delaying oral production and prioritizing a low-stress environment. Second, TPR helps provide space for practice through active student participation, transforming verbal input into meaningful physical actions that validate student comprehension. Third, TPR helps maintain focus through physical activities, where gross motor movements serve as a catalyst to keep students mentally alert and engaged throughout the lesson. These findings are elaborated in the following subsections.

TPR helps reduce language anxiety and fosters a positive attitude in students

The effectiveness of Total Physical Response (TPR) in reducing language anxiety is deeply rooted in its mechanism of delaying demands for speech production during the initial stages of language acquisition. Procedurally, this method prioritizes the development of auditory comprehension through kinaesthetic responses, thereby allowing students to process language input internally without the pressure of premature verbal performance. By shifting the cognitive load from vocal production to motor coordination, TPR systematically lowers the students' affective filter (Mariyam & Musfiroh, 2019). This relaxed psychological state serves as a crucial prerequisite, enabling linguistic input to bypass mental barriers and reach the brain's language acquisition device optimally.

Based on the data findings, the teacher consciously adopts the role of a supportive facilitator to suppress student anxiety. In the interview, the teacher revealed that she never forces children who are not yet ready to immediately follow the movements, but rather provides gradual motivation so that the child feels comfortable first. This approach reflects the importance of teacher professionalism in creating a supportive atmosphere where students feel safe to explore a new language (Nugroho et al., 2020). Consequently, the success of language learning in this context depends heavily on the teacher's ability to balance pedagogical instruction with adaptive emotional support.

[If there are children who are unable to follow, I do not force them, but provide assistance gradually and motivate them so that they feel comfortable and confident.]

Although TPR theory emphasizes direct understanding through movement, video recording findings show that the teacher occasionally still uses Indonesian translations after the English instructions are given. This is done as a form of scaffolding strategy to ensure basic understanding for early childhood students who are new to foreign languages. The use of Indonesian serves to maintain students' psychological safety so that they do not feel confused or pressured, which is in line with the teacher's efforts to lower affective barriers in the classroom.

[I occasionally use Indonesian translations... to ensure students don't feel confused or pressured.]

Furthermore, the teacher's use of calm and clear intonation is a key factor in building positive affect. The teacher adjusts the instruction tempo to be slower when she sees students starting to struggle or showing signs of confusion. This directly impacts the reduction of nervous tension in kindergarten children, who at that age are very sensitive to the teacher's tone of voice. With this sense of security established, students' intrinsic motivation increases, which is evident from the way they spontaneously imitate the teacher's movements without needing to be commanded repeatedly. Such pedagogical sensitivity is vital, as teachers must be able to adapt their teaching delivery to meet the immediate needs and emotional states of their young learners (Nugroho & Sakhiyya, 2022). Therefore, teachers' communicative adaptation skills not only function as a classroom management tool, but also as a strategic pedagogical instrument to foster natural learning agency in early childhood.

[I use sentences that are short, clear, and spoken with a calm intonation.]

The manifestation of reduced psychological barriers subsequently facilitates the construction of a learning environment dominated by positive affect through the synergy of physical stimulation. The TPR procedure transforms classroom dynamics by synchronizing the teacher's verbal instructions with collective physical activities, which effectively redirects students' attention from the fear of linguistic failure toward the successful execution of movement (Khorasgani & Khanehgir, 2017). This shift in attention triggers a positive neurological response, where physical activity acts as a catalyst in reducing nervous tension. Consequently, the classroom is no longer perceived as a threatening environment, but rather as a secure learning ecosystem where physical engagement inherently builds enthusiasm and emotional attachment to the subject matter (Bakhsh, 2016). Thus, the integration of physical stimuli and verbal input serves as an effective mechanism for mitigating affective barriers, subsequently reconfiguring the classroom environment into a low-anxiety domain characterized by profound emotional involvement and linguistic exploration.

Success in building a positive affective environment, in turn, reinforces students' self-efficacy through the mechanism of immediate non-verbal feedback. In every instructional cycle, the students' ability to respond physically serves as empirical validation of their comprehension, providing a sense of achievement without the exhaustive process of mental translation (Kara & Eveyik-Aydin, 2019). This systematic operation, when implemented consistently as observed during the research period, converts small gains in confidence into greater intrinsic motivation. Ultimately, the integration of psychological readiness and successful physical practice forms a solid foundation for students to overcome communicative obstacles and foster a proactive attitude toward English language learning.

TPR helps provide space for practice through active student participation

In the process, TPR helps provide space for practice by transforming verbal input into real actions that can be performed directly by kindergarteners. This mechanism works by providing a medium for children to practice the vocabulary they hear through body movements, so that language comprehension does not stop at theory but extends to physical action (Paramita, 2022). By prioritizing practice space over abstract explanations, TPR ensures that all language information received is immediately validated through direct practice carried out by students in the classroom.

Observation findings show that this practice space is not only in the form of free movement but is also structured through worksheets that demand active participation. After the physical movement session, students are asked to perform activities such as pasting vocabulary, colouring, or matching images that correspond to the instructions they just acted out. This indicates that physical practice in TPR serves as a bridge to a more concrete understanding. In this way, students have the opportunity to prove their understanding independently, which is a form of active participation that is very crucial for early childhood. This finding aligns with the constructivist view that learning is most effective when students are actively engaged in hands-on activities that allow them to construct their own understanding (Nugroho et al., 2020). Therefore, these multifaceted

activities serve as a critical validation mechanism, ensuring that physical movements are translated into lasting cognitive structures through independent and active participation.

[I give the students worksheets: students colour and write the fruit names... or paste vocabulary onto the matching body parts.]

In addition, the teacher utilizes interactive games such as "Simon Says" to expand students' autonomous practice space. Through this game, students are challenged to respond to commands quickly and accurately, which forces them to process English directly without the help of Indonesian translation. This hands-on practice allows children to "experience" the language. The presence of media such as pictures and real objects (realia) in the classroom also supports students to interact physically with the material, so that the classroom truly transforms into a dynamic language laboratory.

[I use interactive games (such as *Simon Says*) as an active practice space, and the teacher asked students to touch their body parts directly according to the vocabulary sung.]

The provision of this practice space then encourages consistent active involvement of students in each meeting. Through this method, TPR provides an opportunity for kindergarteners to transition from mere observers to active participants who practice their understanding independently, without always having to rely on examples from the teacher (Setiawan et al., 2022). This active involvement automatically focuses the students' attention on the task at hand, so that the interaction between voice commands and physical responses becomes a dynamic practice space for the development of their language skills.

[I give individual and group tasks to validate their understanding independently.]

Active involvement in the practice space ultimately leads to memory reinforcement through a cycle of repeated practice. TPR aids this process by ensuring that each repetition of a word is accompanied by different physical movements, making the practice more meaningful and less boring for young children (Kristy et al., 2024). Thus, the availability of continuous practice space in the TPR method becomes the main instrument that ensures kindergarten children can master English vocabulary through direct and consistent hands-on experience.

TPR helps focus through physical activities

TPR helps children focus through physical activities by integrating gross motor movements as the centre of learning activities. For pre-schoolers who have limited attention spans, physical stimulation acts as a catalyst that keeps them mentally alert (Mariyam & Musfiroh, 2019). This mechanism works by activating various areas of the brain simultaneously, so that the child's excess energy is channelled positively into learning tasks. By requiring the body to move according to instructions, TPR systematically prevents distractions and ensures that the child's attention remains fully focused on the vocabulary being learned.

[I Linking concrete objects (realia) with physical actions to strengthen visual-auditory focus.]

Furthermore, the synchronization between physical movement and vocabulary repetition helps students maintain focus for a longer duration. The teacher sets the voice volume and intonation in such a way that children must listen carefully before they can perform the correct movement. Physical activities ranging from jumping, standing, to touching objects prevent cognitive boredom that often occurs in 5-6-year-old children. By keeping the body active, students' brains naturally remain alert to the language input provided by the teacher. However, facilitating vocabulary acquisition through TPR is not without its challenges, particularly regarding the high energy levels of young learners. Because children can become overly hyperactive during physical sessions, the classroom atmosphere often becomes loud and difficult to control. To mitigate this situation and restore order, the teacher must employ strategic classroom management. For instance,

the teacher cleverly uses techniques such as 'silent clap' or rhythmic counting to pull the students' attention back and reclaim their focus. Effective classroom management and the ability to reclaim student attention are critical skills for teachers working in high-energy environments like kindergarten (Nugroho et al., 2024). This ensures that the physical excitement does not detract from the pedagogical goal of vocabulary mastery.

[I strategically use voice volume management to anchor students' auditory focus during high-energy activities, and the teacher cleverly uses classroom management techniques such as 'silent clap' or rhythmic counting to pull the students' attention back.]

Maintaining focus through physical activity facilitates strong synchronization between body coordination and thought processes. In this way, every movement a child makes is not just a simple motor activity, but a manifestation of their concentration in translating verbal instructions into action (Kristy et al., 2024). This procedure helps kindergarteners to remain engaged in the learning process without feeling cognitively overwhelmed, as their focus is built through dynamic experiences. The synchronization that occurs continuously during the TPR process ensures that any language information provided by the teacher can be absorbed with a higher degree of accuracy by the students.

The concentration built up through physical activity ultimately leads to the strengthening of long-term memory through the creation of kinaesthetic traces in the brain. TPR aids this retention process by associating each new vocabulary word with muscle memory, so that language information is stored not only auditorily but also physically (Kara & Eveyik-Aydin, 2019). For kindergarteners, intensive physical involvement during learning ensures that the vocabulary learned becomes more difficult to forget. Thus, the use of physical activity in TPR has proven to be an effective method for increasing focus duration while ensuring students' memory retention in learning English.

CONCLUSION

In summary, this research demonstrates that the Total Physical Response (TPR) method provides a meaningful framework for English vocabulary acquisition among kindergarten students by addressing psychological, practical, and cognitive dimensions. The findings reveal that TPR serves to reduce language anxiety by prioritizing auditory comprehension and delaying the pressure of immediate speech production, thereby creating a secure 'low-stress' environment. Furthermore, the method offers an authentic space for practice, where students transition from passive observers to active participants by validating their understanding through direct physical actions and interactive games. Finally, the integration of gross motor movements acts as a natural tool for maintaining focus, channeling the natural energy of young learners into purposeful pedagogical tasks while embedding long-term memory through kinaesthetic traces.

Despite these positive outcomes, this study acknowledges certain limitations. The research was conducted over a relatively short period of one month with a specific group of kindergarteners, which may limit the generalizability of the findings to different age groups or diverse educational settings. Additionally, the study highlights the inherent challenge of managing high energy levels in a physical-based classroom; while techniques like "silent claps" and rhythmic counting were effective, the transition between high-activity movements and quiet tasks remains a complex pedagogical maneuver.

The implications of this study suggest that TPR should be considered a foundational approach in early childhood foreign language education, particularly for its ability to lower the affective filter. For educators, the results underscore the necessity of "pedagogical sensitivity," the ability to adapt instruction speed, intonation, and scaffolding to the emotional and readiness states of the child. Policymakers and curriculum designers are encouraged to integrate more kinaesthetic

and multisensory activities into early language programs to bridge the gap between abstract linguistic concepts and the physical reality of young learners. By fostering a learning ecosystem that values physical engagement as much as verbal performance, schools can cultivate more confident and proactive language learners.

REFERENCES

- Afrianti, U. U., & Rustipa, K. (2024). Teaching English vocabulary using Total Physical Response (TPR) method. *Jurnal Pendidikan Bahasa Inggris Undiksha*, 11(2), 213–219. <https://doi.org/10.23887/jpbi.v11i2.61065>
- Bakhsh, S. A. (2016). Using games as a tool in teaching vocabulary to young learners. *English Language Teaching*, 9(7), 120. <https://doi.org/10.5539/elt.v9n7p120>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Celik, T. I., Cay, T., & Kanadli, S. (2021). The effect of total physical response method on vocabulary learning/teaching: A mixed research synthesis. *English Language Teaching*, 14(12), 154. <https://doi.org/10.5539/elt.v14n12p154>
- Chad R. Lochmiller, & Jessica N. Lester. (2025). An introduction to educational research: Connecting methods to practice. *Sage Research Methods*. <https://doi.org/10.4135/9781071984277>
- Fahrurrozi, . (2017). Improving Students' Vocabulary Mastery by Using Total Physical Response. *English Language Teaching*, 10(3), 118. <https://doi.org/10.5539/elt.v10n3p118>
- Intan Melina Kristy, Putu Aditya Antara, & Kurnia Widiastuti Giri. (2024). Metode pembelajaran Total Physical Response (TPR) berbasis media realia dan interaksi sosial terhadap kemampuan berbicara informatif pada pembelajaran bahasa inggris anak TK B. *Journal of Education Action Research*, 8(3), 453–458. <https://doi.org/10.23887/jear.v8i3.80442>
- Jayanti, S., & Rachmawati, E. (2025). Total Physical Response (TPR) method in teaching English classroom interaction for young learners. *Journal of English Education Program (JEEP)*, 12(1), 14. [https://doi.org/10.25157/\(jeep\).v12i1.17390](https://doi.org/10.25157/(jeep).v12i1.17390)
- Jazila, I. N., & Megawati, F. (2024). Using the Total Physical Response method to improve young learners' perceptions of vocabulary mastery. *Pubmedia Jurnal Pendidikan Bahasa Inggris*, 1(4), 13. <https://doi.org/10.47134/jpbi.v1i4.692>
- John W. Creswell, & J. David Creswell. (2018). Research design qualitative: Quantitative and mixed methods approaches. *Sage Publication*. <https://lcn.loc.gov/2017044644>
- Kara, K., & Eveyik-Aydın, E. (2019). Effects of TPRS on Very Young Learners' Vocabulary Acquisition. *Advances in Language and Literary Studies*, 10(1), 135. <https://doi.org/10.7575/aiac.all.v.10n.1p.135>
- Khorasgani, A. T., & Khanehgir, M. (2017). Teaching New Vocabulary to Young Learners: Using Two Methods Total Physical Response and Keyword Method. *International Journal of Evaluation and Research in Education (IJERE)*, 6(2), 150–156. <http://iaesjournal.com/online/index.php/ijere>
- Luh, N., Titin Wulandari, P., Ratminingsih, N. M., & Ramendra, D. P. (2020). Strategies implemented in teaching English for young learners in primary school. *Journal of Educational Research and Evaluation*, 4(3), 235–241. <https://ejournal.undiksha.ac.id/index.php/JERE>
- Mariyam, S. N., & Musfiroh, T. (2019). Total Physical Response (TPR) Method in Improving English Vocabulary Acquisition of 5-6 Years Old Children. *Tadris: Jurnal Keguruan Dan Ilmu Tarbiyah*, 4(2), 257–264. <https://doi.org/10.24042/tadris.v4i2.4071>
- Nugroho, K. Y., Anwar, C., & Hartono, H. (2024). Social Constructivist Mentoring Program to Support Teacher Professional Development: An Action Research Approach. *Qualitative Report*, 29(5), 1416–1436. <https://doi.org/10.46743/2160-3715/2024.6634>

- Nugroho, K. Y., & Sakhiyya, Z. (2022). Photovoice: Young children online English language learning, parents' voices and its implication to educational policy and provision. *Indonesian Journal of Applied Linguistics*, 11(3), 612–622. <https://doi.org/10.17509/ijal.v11i3.35083>
- Nugroho, K. Y., Sakhiyya, Z., Saleh, M., Mujiyanto, J., & Rukmini, D. (2020). Exploring the constructivist mentoring program in developing EFL teacher professionalism: A qualitative approach. *Indonesian Journal of Applied Linguistics*, 10(1), 132–142. <https://doi.org/10.17509/IJAL.V10I1.25021>
- Nuraeni, N., & Aisyah, S. (2020). Understanding EFL students' motivation to learn: Why do you study English? *Jurnal Bahasa Lingua Scientia*, 12(1), 51. <https://doi.org/10.21274/ls.2020.12.1.51-70>
- Paramita, P. W. G. (2022). The implementation of total physical response in increasing students' participation in learning vocabulary. *Journal of Educational Study*, 2(1), 119–125. <https://doi.org/10.36663/joes.v2i1.270>
- Ramadani, A., & Halimah, S. (2019). Using Song to Improve Vocabulary Mastery for Elementary School. *Professional Journal of English Education*. <https://doi.org/https://doi.org/10.22460/project.v2i1.p52-57>
- Riyanti, A., Rustipa, K., & Stikubank Semarang, U. (2024). The implementation of total physical response to encourage student at Margosari Kindergarten to learn vocabulary. *Jurnal JOEPALLT*, 12. <https://jurnal.unsur.ac.id/jeopallt>
- Saban, A. H., Wahid, J. H. J., & Marisalawerang, N. (2021). The effect of total physical response (TPR) in teaching English vocabulary. *Jurnal Bilingual*, 11(1). <https://ejournal.unkhair.ac.id/index.php/bilingual/article/view/3382/2230>
- Setiawan, D., Nurhajati, D., & Sulistyani, S. (2022). Teaching vocabulary through total physical response to elementary students. *Journal of Development Research*, 6(2), 158–163. <https://doi.org/10.28926/jdr.v6i2.231>
- Sokhiba Janikulovna, D., & Diyora, T. (2025). *Total physical response as an effective method for teaching young learners*. <https://doi.org/10.5281/zenodo.15176071>
- Suryana, D., Sari, N. E., Winarti, Lina, Mayar, F., & Satria, S. (2021). English learning interactive media for early childhood through the total physical response method. *JPUD - Jurnal Pendidikan Usia Dini*, 15(1), 60–80. <https://doi.org/10.21009/jpud.151.04>
- Tandilo Mamma, A., & Sirjon. (2024). The effect of the total physical response (Tpr) method on children's listening skills. *Jurnal Pendidikan Anak Usia Dini Undiksha*, 12(1), 9–16. <https://doi.org/10.23887/paud.v12i1.69841>
- Tisdell, E. J. ., Merriam, S. B. ., Stuckey, Heather., & Haidet, Paul. (2025). *Qualitative research : a guide to design and implementation*. John Wiley & Sons, Inc.
- Xie, R. (2021). The effectiveness of total physical response (Tpr) on teaching English to young learners. *Journal of Language Teaching and Research*, 12(2), 293–303. <https://doi.org/10.17507/jltr.1202.11>
- Yanti, I., Syaepul Uyun, A., & Sakina, R. (2024). The use of the total physical response method in teaching vocabulary at the fourth grade of Al Ma'soem Elementary School. *Jurnal Dimamu*, 3(2), 207–217. <https://doi.org/10.32627>