

THE EFFECTIVENESS OF TOTAL PHYSICAL RESPONSE (TPR) TO IMPROVE VOCABULARY MASTERY: A SYSTEMATIC LITERATURE REVIEW

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ABSTRACT

This article aims to conduct a systematic review of using Total Physical Response (TPR) to improve vocabulary mastery. The search strategy is based on the following keywords: "Total Physical Response (TPR)", "vocabulary mastery " from Google Scholar. Based on the results of this article, only 5 articles analysis became. One of strategy to improve vocabulary is Total Physical Response (TPR) because this strategy can make the students improve their vocabulary mastery. Vocabulary is a fundamental component of language proficiency, yet many learners experience difficulties due to limited exposure and monotonous teaching strategies. Total Physical Response (TPR) has a positive impact on learners' vocabulary mastery, retention, motivation, and classroom engagement. Moreover, Total Physical Response (TPR) helps reduce learners' anxiety and encourages active participation through kinesthetic learning. In line with Noviandari & Rustipa, (2023) said that The Total physical response method helps foster a calm learning atmosphere where students can enjoy learning and advance their foreign language communication skills.

Keywords : *Total Physical Response (TPR) and Vocabulary Mastery*

INTRODUCTION

Vocabulary is the basic level in learning a foreign language . Vocabulary is one of the most essential elements in learning a foreign or second language. Without sufficient vocabulary knowledge, learners may face difficulties in understanding texts, expressing ideas, and participating in communicative activities. Learning vocabulary is more important than grammar in leaning a foreign language, it related with Wilkins (1972, p. 111) said that "While without grammar little can be conveyed, without vocabulary nothing can be conveyed". Vocabulary is the first thing of learning a foreign language because students need to know the meaning, when and how the vocabulary is used in utterances.

Wardani (2015) said that vocabulary is an important aspect in language because it appears in every skill including language skills namely listening, speaking, reading, and writing. In line with Musdalifah (2021) Vocabulary is essential to language learning and teaching because it allows us to effectively and efficiently express our thoughts, feelings, and desires. In addition Graves (2018) identified four elements of an effective vocabulary program namely:

1. Consistently read widely or in-depth on your own to increase your vocabulary.
2. Teaching certain terms to improve understanding of writings that use phrases.
3. Providing teaching in independent word-learning techniques.
4. Word awareness and word-play activities to encourage and increase learning.

English teachers must identify appropriate teaching strategies to make young students enjoy fantasy, and the best approach for learning mobility and creativity is movement (Deni & Fahriany, 2020; Orosz, 2017). The TPR method (total physical response) was designed as a language learning strategy based on the coordination of orders, speech, and action; it aims to teach language through physical activity (motor) (Hanim et al., 2013; Sofialina & Hanifah, 2020).

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).

THE CONCEPT OF TOTAL PHYSICAL RESPONSE (TPR)

TPR involves having students listen to a command in a foreign language and immediately responding with the appropriate physical action (Asher, 1964). TPR is one of the English teaching approaches and methods developed by Dr. James J Asher. It has been applied for almost thirty years. This method attempts to center attention to encouraging learners to listen and respond to the spoken target language commands of their teachers. In other words, TPR is a language teaching approach that emphasizes the integration of spoken language with physical movement, aiming to facilitate learning through motor activities. Asher's Total Physical Response is a "natural method" since Asher views first and second language learning as parallel processes. He argues that second language teaching and learning should reflect the naturalistic processes of first language learning.

(Rokhayani, 2017) state that the advantages of using Total Physical Response in English teaching and learning activities:

- (1) is fun, so many children enjoy participating this type of teaching and learning process,
- (2) can help the students remember English words and expressions,
- (3) can be applied in large and small class,
- (4) is not only appropriate for young learners but also adult learners,
- (5) is suitable for active students in class

THE CONCEPT OF VOCABULARY MASTERY

Vocabulary has long been a core element of the English as a foreign language curriculum and plays a crucial role in all four language skills. Given its importance, vocabulary should be taught as effectively as possible in teaching English. In line with Richards and Reynanda (2020:255) argue that vocabulary is a core part of language, which provides the basic concepts to know how students can speak, write, listen, and read. In addition Suwandi (1990): "Vocabulary is the mastery of words or the richness of words."

Brown (2020:40) explains several simple communicative ways to teach vocabulary. First, teachers should choose the right time so the learning situation is comfortable. Second, teachers should use a monolingual dictionary, which means using only English. Third, teachers play an essential role in guiding and assisting learners in developing strategies for guessing word meanings. Finally, vocabulary learning can happen naturally without careful planning.

METHOD

Description of the sample

This study adopts a literature review methodology to investigate the effectiveness of Total Physical Response (TPR) to improve vocabulary mastery. (Pandey, 2024) state that a literature review is a systematic process that identifies, summarizes, and synthesizes existing knowledge relevant to a specific research question, serving as a foundational element in the research process. In the search strategy, this article used a set of keywords selected by the authors according to the title theme of the systematic literature. The keywords searched include: Total Physical Response (TPR) and Vocabulary Mastery. The search was conducted in several journal databases from Google. There are some criteria to be part of this article.

Procedure

The researcher list of keywords to conduct a preliminary search.

Article selection criteria

This article examines recent research according to the following inclusion criteria:

- a) Articles focus on Total Physical Response (TPR) and Vocabulary Mastery.
- b) Articles published from Google Scholar,
- c) Last 5 years, i.e. articles published from 2020 to 2024,
- d) Articles provide clear explanation of strategies, method and discussion used by teachers.

While for exclusion criteria are :

- a) Articles not focused on Total Physical Response (TPR) and Vocabulary Mastery
- b) Lack of empirical or theoretical basis

- c) Articles published before 2020
- d) Articles in non English languages.

FINDINGS AND DISCUSSION

The purpose of this article is to summarize previous study on using Total Physical Response (TPR) and Vocabulary Mastery. This Article uses 5 studies on using Total Physical Response (TPR) to improve Vocabulary Mastery published from 2020 to 2024 over the past 5 years. Information on article characteristics, research design, and related key findings are presented in Table 1. Summary and Characteristics of the Selected Final Article. In 5 studies reviewed, all studies found that using Total Physical Response (TPR) has proven to be able to improve Vocabulary Mastery. In addition The Total Physical Response (TPR) is strategy that can be used easily by the teacher in teaching and learning process. It is a simple strategy that can adapt or be adapted in many different functions and activities.

Table 1 : Summary and Characteristics of the Selected Final Article

No	Authors	Sample	Research Design	Finding
1.	(Afrianti, Rustipa, 2023)	Fourth Grade at SDN 03 Karangayu, Semarang	Qualitative Research	Total Physical Response (TPR) can encourage and increase students' motivation to learn, as shown by the activeness of students when participating in class and maintaining easy students, as well as adding to students' vocabulary every day.
2.	(Salma, Wafa, 2024)	Seventh grade of MBS PP. Daruth Thalibin	Classroom action research (CAR)	TPR approach may help increase their vocabulary.
3.	(Nabila, 2022)	Fifth grade students of State Elementary School at Mendalanwangi 03	Pre-experimental quantitative research methods	TPR learning method is effective in students' vocabulary mastery. Students will be active and interested in improving vocabulary memorization, not only perform physical movements but also pronounce vocabulary.
4	(Febian, 2023)	Fifth grade of MI Muhammadiyah Larangan, Purbalingga	a quasi-experimental design and quantitative approach	Total Physical Responses Method can increase students' English vocabulary and also make students enthusiastic and interested in learning
5.	(Rahmatullah, Kone, Syarifuddin, 2023)	Tenth grade of SMA Negeri 12 Sinjai	Qualitative method	TPR helps students increase vocabulary and pronounce fluently.

Vocabulary is a fundamental component that students must acquire in order to develop proficiency in this language skill. Ur (1996) argues that vocabulary plays a vital role in language learning, alongside grammar and pronunciation. In line with Aris Yunisah (2007), who stated that vocabulary mastery is a measure of understanding of English vocabulary and students' fluency in exploring vocabulary both orally and in writing. Add by Richards and Reynanda (2020) argue that vocabulary is a core part of language, which provides the basic concepts to know how students can speak, write, listen, and read.

There are five articles from Table 1 which explain the sample, research design, findings and strategy used by teachers to improve vocabulary mastery. The researchers propose the use of the Total Physical Responses supported by evidence from prior related research from (Afrianti, Rustipa, 2023), (Salma, Wafa, 2024), (Nabila, 2022), (Febian, 2023) and (Rahmatullah, Kone, Syarifuddin, 2023) demonstrated that Total Physical Response is effective in improving students' vocabulary mastery also make students enthusiastic and interested in learning.

Therefore, it can be concluded that over the past five years, similar strategies have continued to be used in the teaching and learning process. The evaluation results indicate that teachers apply various methods, strategies, and instructional programs to enhance students' vocabulary mastery.

The TPR believes it is crucial for students to enjoy their experience when learning to communicate in a foreign language (Gusmuliana, 2018; Hidayah, 2017). There are further benefits of the TPR method (Richards & Rodgers, 1986): 1) Students can participate actively in teaching-learning by performing the teacher's instruction through their actions. 2) Students are able to comprehend the material without difficulty because they practice directly through action. 3) Students can develop their speaking abilities since doing the teacher's instructions frequently makes the words easier to understand.

Furthermore, Total Physical Responses can enhance students' vocabulary mastery and also pronunciation fluently.

CONCLUSION

Based on the research overview of employing Total Physical Responses several important things can be concluded: Total Physical Responses is effective ways in students' vocabulary mastery, Total Physical Response facilitates vocabulary development by actively involving learners both physically and emotionally, lowering anxiety levels, and enhancing motivation. The results indicate that teachers are advised to integrate TPR into vocabulary teaching, particularly at the early stages of language learning. Future studies may examine the combination of TPR with digital media or its use in teaching abstract vocabulary and more advanced learners. Through such investigations, a more comprehensive understanding of TPR's potential in English language teaching can be obtained.

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