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THE USE OF THE TOTAL PHYSICAL RESPONSE (TPR) METHOD TO IMPROVE EARLY CHILDHOOD ENGLISH VOCABULARY

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ABSTRAK
Perkembangan keterampilan bahasa pada anak usia dini umumnya berlangsung secara bertahap dan alami mulai dari bayi hingga usia sekolah. Perkembangan bahasa pada anak usia dini dapat dipengaruhi oleh faktor biologis dan lingkungan. Penelitian ini bertujuan untuk mengetahui gambaran penguasaan kosakata bahasa Inggris pada kelompok eksperimen sebelum dan setelah penerapan metode TPR, serta untuk mengetahui gambaran penguasaan kosakata bahasa Inggris pada kelompok kontrol sebelum dan setelah pembelajaran konvensional. Penelitian ini menggunakan metode desain kuasi-eksperimental dengan model desain kelompok kontrol pretest-posttest. Jenis desain penelitian yang digunakan adalah desain kelompok kontrol yang tidak setara, dengan dua kelompok penelitian, yaitu kelompok eksperimen yang diberi perlakuan dan kelompok kontrol. Penelitian ini menggunakan metode pengumpulan data yang meliputi observasi dan dokumentasi. Proses analisis data bertujuan untuk menguji hipotesis yang diajukan dalam penelitian ini. Untuk itu, digunakan teknik analisis statistik yang relevan dengan variabel penelitian. Tahapan analisis data dilakukan melalui: analisis deskriptif dan analisis statistik non-parametrik. Hasil penelitian menunjukkan bahwa kemampuan awal dalam menguasai kosakata bahasa Inggris anak usia dini pada kelompok eksperimen sebelum diberi perlakuan masih berada pada tingkat yang relatif rendah. Setelah pembelajaran diterapkan menggunakan metode Total Physical Response, terjadi peningkatan yang signifikan dalam keterampilan kosakata bahasa Inggris pada kelompok eksperimen. Peningkatan ini terlihat baik dari hasil analisis deskriptif maupun hasil uji statistik, di mana rata-rata skor post-test meningkat secara mencolok dibandingkan dengan skor pre-test. Hal ini menunjukkan bahwa metode TPR mampu membantu anak-anak memahami dan mengingat kosakata dengan lebih efektif.

Kata Kunci: Penggunaan metode, Total Physical Response (TPR), kosakata, bahasa Inggris, anak usia dini.

ABSTRACT
The development of language skills in early childhood usually takes place gradually and naturally starting from infancy to school age. Language development in early childhood can be influenced by biological and environmental factors. This study aims to determine the description of English vocabulary mastery in the experimental group before and after the application of the TPR method and to find out the description of English vocabulary mastery in the control group before and after conventional learning. This study uses a quasi-experimental design method with a pretest-posttest control group design model. The type of research design used is in the form of *Nonequivalent Control Group Design*, with two research groups, namely the experimental group receiving treatment and the control group. This study uses data collection methods, including observation and documentation. The data analysis process aims to test the hypotheses proposed in this study. For this reason, statistical analysis techniques that are relevant to the research variables are used. This stage of data analysis is taken through: descriptive analysis and non-parametric statistical analysis. The results showed that the initial ability to master early childhood English vocabulary in the experimental group before being given treatment was still at a relatively low level. After learning was applied using the Total Physical Response method, there was a significant increase in English vocabulary skills in the experimental group. This increase is evident both from the results of descriptive analysis and the results of statistical tests, where the average post-test score increases markedly compared to the pre-test score. This shows that the TPR method is able to help children understand and remember vocabulary more effectively.

Keywords: Use of methods, Total Physical Response (TPR), vocabulary, english, early childhood

INTRODUCTION

The implementation of Early Childhood Education (PAUD) in Indonesia has a strong legal basis as stated in the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System Article 28 paragraph (1), which states that *early childhood education is held before the basic education level*. This is emphasized in the Government Regulation of the Republic of Indonesia Number 17 of 2010 concerning the Management and Implementation of Education, which emphasizes that PAUD is an effort to foster from birth to the age of six through the provision of educational stimuli to help physical and spiritual growth and development so that children have readiness to enter further education.

Permendikbud Number 137 of 2014 concerning National Standards for Early Childhood Education and Permendikbud Number 146 of 2014 concerning the Early Childhood Curriculum regulate in detail aspects of early childhood development which include religious and moral values, physical-motor, cognitive, language, social-emotional, and art. In the language aspect, children are expected to be able to communicate verbally well, understand simple vocabulary, and develop language skills as the basis for communication skills at the next level of education.

Based on these provisions, the development of language aspects in early childhood education can be expanded through the introduction of foreign languages gradually and contextually, as long as it still pays attention to the principles of early childhood development, the nature of the context of foreign language recognition, including English, the regulation does not prohibit the application of language stimulation as long as it is in accordance with the child's developmental stage. English can be introduced to early childhood especially in the form of simple vocabulary through fun and communicative methods, thus supporting the achievement of children's language competence without neglecting the development of the mother tongue (Pertiwi et al., 2021). This is in line with the principles of early childhood learning which emphasizes learning through play and paying attention to aspects of child development holistically.

In line with the fulfillment of these aspects of early childhood language development, it is important to understand the position and urgency of English as an international language that has a strategic role in the development of science, technology, and education in the global era. English has been used as a global communication tool around the world (Susanthi, 2021). English has a position in the world of Indonesian Education, this is inevitable because almost most science and technology in any field is written in English or other foreign languages (Alfarisy, 2021). According to Chaer (in Riski 2019) English is the main international language that is the lingua franca of all nations in the world, so if we want to enter the international arena, we must master English well. So, as a society living in the modern era like today, mastering or just being able to speak English is an important thing for us to consider.

The development of English in Indonesia is quite rapid although the level of mastery of its use still varies depending on the region and social factors of the community. Some of the factors driving the development of English proficiency in society are; Formal education, technology and media, economics and careers, and popular culture. Formal Education can be one of the main factors that have the most influence on the development of English in Indonesian society because English has become a compulsory subject in some schools in Indonesia since junior high school, there are even some schools that require English from the elementary level. In Indonesia, there are also international standard schools that make English as a language that must be used in schools, not only as a subject but also as a language used in daily communication.

According to the Great Dictionary of Indonesian Language (KBBI), language is an arbitrary sound symbol system used by people to work, interact, and identify themselves. Language skills in children are the skills to receive/understand (receptive) and use them (expressively) as a means of communication, thinking, and interaction. Noam Chomsky (1957) in Santrock 2004 says "*Children are born into the world with a language acquisition device (LAD), a biological endowment that enables the child to detect certain language categories, such as phonology, syntax, and semantics".*

The phenomenon of early childhood who have been able to use English is very easy to find in Indonesia, especially in urban areas. This is inseparable from the rapid development of digital technology, making it easier for children to access English-language media such as YouTube, English songs, and online games. In addition, many kindergarten schools have begun to introduce English as a subject and even the language of instruction in the learning process. Parents often put their children in tutoring places that provide English learning with the aim that children are better prepared to face the demands of the times or even because their children have been exposed to English from the spectacle since they were a few months old until parents choose English tutoring for their children at an early age with the aim of

developing their child's English skills (Pertiwi et al., 2021).

There are several methods that can be used in teaching English in early childhood, however, the most commonly used method to help improve children's English skills is the Total Physical Response (TPR) method. This method was developed by James Asher in the 1970s by emphasizing the relationship between language and physical movement. Total Physical Response (TPR) is also popularly known as "The Comprehension Approach", which is a method of approaching comprehension to learn a foreign language with commands (Maulidia and Hasibuan, 2021). A number of studies have shown that TPR is very effective in improving children's vocabulary comprehension, listening skills, and learning motivation (Monday & Promise, 2021; Ulya, 2021).

The TPR method has high relevance in introducing English vocabulary in early childhood. Through simple commands combined with movements, children not only hear words, but also experience the meaning of those vocabularies. This process is in line with the principle of learning by doing which is believed to be more effective for early childhood (Isnaeni, 2025). Thus, the application of TPR can facilitate vocabulary mastery in a more natural, interactive, and fun way.

English vocabulary mastery

Early childhood (0-6 years) is a golden age, which is a time when children's cognitive, language, and social-emotional development develops very rapidly. At this stage, children have a natural ability to absorb language through everyday interactions and direct experience, a statement that is consistent with the theory of nativism popularized by Noam Chomsky, which states that children have an innate ability to learn language (Santrock, 2004). They have a "language acquisition device" (LAD) that allows children to understand and produce language quickly.

Language development in children is also strongly influenced by the environment, this statement is supported by Behavioristic theory. The theory, developed by B.F. Skinner, emphasizes the importance of an environment in children's language development. Children learn through imitation and reinforcement from adults (Santrock, 2004).

There are 2 theories that also discuss children's language development, namely: 1. Jean Piaget's cognitive theory, this theory focuses on the relationship between cognitive development and language. Children need to develop an understanding of concepts before they can use language to express them. 2. Interactionist theory emphasizes the importance of social interaction in the language development of children who learn language through interaction with others and their environment (Santrock, 2004).

The development of language skills in early childhood usually takes place gradually and naturally starting from infancy to school age. Language development in early childhood can be influenced by biological and environmental factors. According to Khirani (2024, p. 280), "There are three elements that are very important in the acquisition of a child's language: phonology, which deals with the individual sounds that make up meaningful words; syntax, which deals with grammatical structure; and morphemes, which are the smallest units of meaning that are assembled into sentences to express commutative intentions. Every child grows up in an environment that uses a unique language to communicate." Language development in children has several stages depending on age, namely:

1. 0 - 1 year
   This stage is called the Pre-trial stage. At this stage, the child begins to show his language or communication with crying, ochean, and babbling such as "ta-ta, ma-ma, pa-pa, etc".
2. 1 – 2 years
   At this vulnerable age, children are usually able to pronounce the first word such as the name of the closest person or the closest object. Children are already able or have about 50 vocabularies, and combine 2 simple words such as; "don't want to", "want milk", etc.
3. 3-4 years
   Children aged 3 – 4 years begin to be able to make simple sentences. Acquiring vocabulary quickly of about 200-300 words, children are also able to say the names of limbs, names of objects, and the names of people around them.
4. 4-6 years
   Children's language skills at vulnerable ages 4-6 years have increased, children are able to use complete sentences with better grammar (Nurjannah dan Anggraeni, 2020).

The importance of the role of parents in children's language development is supported by the concept developed by Bruner, the language acquisition support system (LASS) which describes the behavior of individuals who are skilled in language, especially parents in compiling and supporting children's

language development (Santrock, 2004).

Vocabulary Mastery

Vocabulary is one of the basic components or elements in language mastery. Nastiti in (Serani et al., 2020) stated that the use of vocabulary is the activity of mastering or understanding words contained in a language, both oral and written. Vocabulary mastery is key to other language skills such as speaking, reading, listening, and writing. In early childhood, vocabulary mastery can start from concrete vocabulary that is close to daily life, such as objects in the classroom, limbs, colors, and animals. Teachers have an important role in improving vocabulary in children, children can hear and imitate every word mentioned by their teacher. The richer a person's vocabulary, the greater the likelihood that a person is able to speak the language. Therefore, teaching vocabulary in schools must be the basis for the development of students' skills (Jamjam, 2022; Nurhayati at all, 2025).

Vocabulary mastery is an individual's ability to understand, remember, and use words in a language according to their meaning and context. Vocabulary mastery is not only about knowing the meaning of words, but also understanding meaning, use in context, pronunciation and spelling, and relationships between words.

Total Physiscal Response (TPR)

The Total Physical Response (TPR) method was developed by James Asher in the 1970s. This method emphasizes the integration between language and body movements. This method is used by the teacher giving verbal instructions in the target language, then the child responds with physical actions (Asher, 1977 in Rizpawa, et al., 2025). This method is effective for beginner learners because it provides a stress-free learning environment and strengthens long-term memory through physical involvement (Isnaeni, 2025).

The principles of the Total Physical Response method include; (1) language is learned through action, (2) comprehension precedes production, and (3) it reduces stress and anxiety (Monday & Promise, 2021). The teacher plays the role of setting an example to students in the form of speech and movement, then the children are encouraged to speak and move to demonstrate when they are ready (Fadlan, et al. 2021).

METHOD

Types of research

This study uses a quasi-experimental design method with a pretest-posttest control group design model. Quasi-experimental is defined as an experiment that has a treatment, impact measurement, experimental unit but does not use random assignments to create comparisons in order to infer changes caused by the treatment (Abraham, 2022). This study involved two groups, namely: (1) the experimental group that was given the Total Physical Response (TPR) method learning treatment, (2) the control group that was given learning by conventional methods. Quasi-experimental was chosen due to the limitations in randomization in the program/class setting so that sampling was carried out purposively or clusters with adjustments to existing groups.

Research Design

The study utilized a *Nonequivalent Control Group Design*, a quasi-experimental approach involving two distinct groups. The experimental group received the specialized intervention, while the control group followed the conventional learning process. This design was chosen to compare the influence of the different teaching methods on the subjects' English vocabulary mastery. The research design is illustrated in the scheme below:

Tabel 3.1 Skema Desain Penelitian

Kelompok	Pretest	Perlakuan	Posttest
A	O_1	X_1	O_2
B	O_3		O_4

Sumber: (Creswell & Creswell, 2018)

Description:
A : Experimental Group (Class B1)
B : Control Group (Class B2)
X1 : Treatment using the Total Physical Response (TPR) Method
O1 : Pre-test for the experimental group
O2 : Post-test for the experimental group (after TPR intervention)
O3 : Pre-test for the control group
O4 : Post-test for the control group (conventional method)

Data Collection Techniques and Procedures

This study uses several data collection methods, including observation and documentation.

a) Observations

There are two aspects of observation, namely observation of learning activities to evaluate teaching activities and observation to measure students' vocabulary mastery. Observation of children's vocabulary mastery ability was carried out in two periods, namely initial observation carried out before the implementation of the TPR method and final observation of children's vocabulary mastery when the TPR method had been applied.

b) Documentation

Data collection in the form of documentation was also carried out by researchers using cameras. This step aims to present one of the documentation data in the form of images that can be seen by readers.

Data Collection Procedure

a. Pre-Test

1. The researcher mentioned or demonstrated a simple word/action.
2. Children are asked to respond according to instructions or mention the word that is used.
3. The researcher provides an assessment based on the determination of answers/actions.

b. Treatment

1. Treatment Description
   The treatment in this study is in the form of the application of the Total Physical Response (TPR) method in early childhood with the aim of increasing the use of vocabulary. Treatment is carried out gradually through learning activities that emphasize the relationship between language (words/commands) and physical movements.
2. Subject and time
   - Subject: Early childhood (4-6 years) in the experimental group.
   - Number of meetings: 8 meetings
   - Duration of each meeting: 30 minutes.
   - Venue: Enowkids Learning Center classroom.
3. Treatment Procedure
   - Opening activities
   - Core activities
   - Closing activities
4. Vocabulary material
   The vocabulary material taught is adjusted to the theme of each meeting.
5. Treatment Evaluation
   Evaluation is carried out by:
   - Observe the child's response during the activity.
   - Giving an assessment based on the accuracy of the child's response vocabulary.
   - Treatment results were compared through pre-test and post-test instruments

c. Post – Test

The teacher calls the children one by one, then is given instructions with a clear voice supported by the media (pictures/real objects). The child responds according to instructions. The researcher then

recorded the score on the assessment sheet. The results of the post-test will be compared with the pre-test results to find out if there are differences in vocabulary mastery scores.

Data Analysis Techniques

The data analysis process aims to test the hypotheses proposed in this study. For this reason, statistical analysis techniques that are relevant to the research variables are used. This data analysis stage is taken through:

Descriptive Analysis

This research applied descriptive analysis. Descriptive analysis is a type of research that describes or describes a problem. Descriptive research aims to describe a population, situation, or phenomenon accurately and systematically. (Veronica, et al., 2022). Descriptive analysis in this study was used to provide an overview of the data on the results of the early childhood English vocabulary mastery test after the application of the Total Physical Response (TPR) method. This analysis does not aim to test hypotheses, but only presents data as it is so that the tendency and characteristics of children's abilities can be seen. The data was analyzed using the help of the SPSS program by displaying the size of data concentration such as the mean, as well as the size of the data distribution in the form of minimum, maximum, standard deviation, and variance values. In addition, the distribution of the frequency of test results is also presented to show the distribution of scores obtained by students. Thus, descriptive analysis provides an initial overview of the level of mastery of children's English vocabulary before further testing using inferential analysis.

Descriptive statistics do not require significance tests or error testing, because the data produced is only used to describe the actual conditions without making generalizations. Descriptive statistical analysis in this study was carried out with the help of the SPSS application, including the calculation of mean, minimum, maximum, standard deviation, and variance. Data are presented in the form of group frequency distribution processed using SPSS Statistic 26.

Non-parametric Statistical Analysis

This statistical test was carried out to determine whether or not there is an influence and significance of the Total Physical Response method on the mastery of early childhood English vocabulary at Enowkids Learning Center Makassar with a significant level, namely using 0.05 (5%).

So, the reason the researcher chose non-parametric statistics is because the sample and data used amounted to 20 children to test the effectiveness of the Total Physical Response method. The researcher applied non-parametric statistical analysis using a t-test through the SPSS 26 application. Fayrus & Slamet (2022) stated that the function of the T-test is to identify the difference between assessing pre-test and post-test scores, as well as checking for differences between assessing pre-test and post-test scores, as well as checking for differences in values before and after the application of the method in the experimental and control groups. That way, this study compares the results of the pre-test and post-test between the two groups. The criteria for decision-making are as follows.

a. If the value of sig. (2-tailed) ≤ 0.05, then H0 is rejected and H1 is accepted, which means that there is a significant influence of the Total Physiscal Response method on early childhood English vocabulary mastery
b. If they are sigh... (2-tailed) ≥ 0.05, then H0 is accepted and H1 is rejected which means that there is no significant effect of the Total Physical Response method on early childhood English vocabulary mastery.

RESULT AND DISCUSSION

The results of the study aimed to analyze ‘The use of the Total Physical Response (TPR) method on improving early childhood English vocabulary mastery’. The main focus is to describe the empirical findings obtained from the implementation of the research, both in the

experimental group that received treatment in the form of learning using the TPR method and in the control group that participated in learning using conventional methods.

The research data was collected through English vocabulary mastery tests given to children before treatment (pre-test) and after treatment (post-test). The pre-test is used to determine the initial ability of early childhood English vocabulary, while the post-test aims to measure changes and improvements in vocabulary skills after the learning process takes place. The comparison between the pre-test and post-test results in the two groups became the basis for assessing the effectiveness of the application of the Total Physical Response method.

The data analysis in this study was carried out through two main stages. Descriptive analysis was used to provide an overview of the condition of the child's English vocabulary mastery, which included the average score, minimum score, maximum score, and distribution of test scores (Anggrawan, 2019). Furthermore, inferential analysis was carried out using the **Wilcoxon Signed Ranks Test**, which is a non-parametric statistical test used to find out if there is a significant difference between pre-test and post-test scores. The use of the Wilcoxon test was chosen because the sample count was relatively small ($N=20$) and the data did not meet parametric assumptions (Abraham & Supriyati, 2022; Hastjartjo, 2019). The results of this analysis are the basis for making decisions on the research hypotheses that have been formulated previously.

1. Descriptive Analysis

Descriptive statistical analysis in this study was used to obtain an overview of the ability to master early childhood English vocabulary before and after treatment. This analysis included data from both the experimental and control groups. The main purpose of descriptive analysis is to describe the condition of the data as it is, without conducting hypothesis testing, so that researchers can see the tendency of grades, patterns of change, and the distribution of scores obtained by children in each group (Veronica et al., 2022).

Data processing is carried out with the help of SPSS Statistics software version 26. In this analysis, several statistical measures were used, including mean values to show the level of vocabulary ability in general, minimum and maximum values to describe the lowest and highest score ranges achieved by children, and standard deviation that serves to show the level of variation or difference in vocabulary mastery skills between students (Setiawan, 2019).

Through this descriptive statistical analysis, researchers can see a comparison of the initial condition of the child's English vocabulary ability before treatment with the condition after the treatment is given. In addition, this analysis also provides an overview of the extent to which the improvement in vocabulary skills occurs in general in each group. Therefore, descriptive statistics are an important first step in understanding the research data as a whole, before continuing with inferential statistical analysis to find out the significance of the differences that occur.

a. Experimental Group

The results of the descriptive analysis of the experimental group can be seen in table 4.1 below

Table 4.1 Descriptive Analysis of Experimental Groups

Pre-test Statistics	Post-test
N	10	10

Minumum Value 0 19	
Maximum Score 27 53	
Red 5.30 34.80	
Standard Deviation 9.04 13.21	

Based on the data presented in **Table 4.1**, there was a clear change in the children's English vocabulary mastery ability in the experimental group after the Total Physical Response method was applied. The average score of children after treatment increased significantly compared to the score before treatment, which suggests that most children experience development of vocabulary skills.

In addition to the increase in the average value, changes are also seen in the minimum and maximum values. The lowest scores that children get after treatment are higher than before, which indicates that children with low initial abilities also experience improvement. Meanwhile, the increase in maximum scores shows that children with better abilities are able to develop their vocabulary mastery more optimally through learning with the TPR method.

Overall, these findings show that the application of the Total Physical Response method not only improves general vocabulary skills, but also helps improve children's abilities more evenly. Thus, the TPR method can be said to be effective in supporting the improvement of early childhood English vocabulary mastery.

b. Control Group

The results of the descriptive analysis of the control group can be seen in table 4.2 as follows.

Table 4.2 Descriptive analysis of controls

Pre-test Statistics	Post-test	
N	10	10
Minimum Value	0	0
Maximum Score	30	41
Red	11.40	14.20
Standard Deviation	11.18	14.33

Based on the results shown in **Table 4.2**, it can be seen that the increase in the average score of English vocabulary mastery in the control group occurred in a relatively limited amount when compared to the experimental group. This shows that learning carried out without the application of the Total Physical Response method has not been able to have an optimal impact on improving early childhood vocabulary skills.

In addition, the **standard deviation** value in the control group was still relatively high, which indicates that there was a considerable difference in ability between children. This condition shows that the increase in vocabulary mastery is not experienced equally by all students. Some children experience slight improvement, while others show very minimal or no improvement at all.

These findings suggest that conventional learning methods used in the control group are less able to accommodate early childhood learning characteristics that require active, concrete, and experiential learning. As a result, the learning outcomes obtained by children become non-uniform and have not shown a significant improvement in overall vocabulary ability.

c. Comparison of Improvements in Experimental and Control Groups

To find out the difference in improvement in English vocabulary mastery between the experimental group and the control group, a comparison of pre-test and post-test results was carried out in both groups. This comparison aims to see the extent to which the Total Physical Response (TPR) method has a different impact compared to conventional learning.

Descriptively, the experimental group showed a higher and relatively consistent increase in scores in almost all students. In contrast, the control group experienced only small, uneven score

increases, and in some cases did not even show any significant changes. This difference can be seen more clearly in Table 4.3 below.

Table 4.3 Comparison of average Pre-test, Post-test, and Gain scores

Group	Mean Pre-test	Mean Post-test	Mean Gain
Experiment	5.30	34.80	29.50
Control	11.40	14.20	2.80

Source: Data processed by researchers (SPSS 26)

Based on Table 4.3, it can be seen that the experimental group experienced a much greater increase in average score (gain) than the control group. This shows that learning using the Total Physical Response method is able to improve early childhood English vocabulary mastery more effectively. The increase that occurred in the experimental group was not only large quantitatively, but was also experienced by almost all children, so the increase was more consistent.

In contrast, in the control group, the difference between pre-test and post-test scores was relatively small. The increase that occurred was not experienced equally by all childrens, there were even some children who showed fixed scores or experienced a decrease. This condition shows that conventional learning has not been able to provide an optimal stimulus for improving early childhood English vocabulary mastery.

The difference in improvement between these two groups indicates that the Total Physical Response method has advantages over conventional methods, especially since it involves physical activity, hands-on experience, and fun learning according to the characteristics of early childhood learning. To ascertain whether the difference in increase is statistically significant, further analysis is carried out using **the Wilcoxon Signed Ranks Test**, the results of which will be described in the next subchapter.

Wilcoxon Signed Ranks Test Results

Based on the results of the analysis using **the Wilcoxon Signed Ranks Test, a** more detailed picture was obtained of the direction of changes in children's English vocabulary mastery scores before and after the application of the Total Physical Response (TPR) method in the experimental group.

The results of **the Negative Ranks** showed that there were **two children** who experienced a decrease in scores in the post-test compared to the pre-test. These findings indicate that not all children respond to treatment in the same way. The decline in the score can be influenced by various factors, such as the child's psychological condition during the measurement, the level of concentration, or the child's involvement during the learning process. However, the number of children who experienced this decline was relatively small when compared to the overall number of study subjects.

Furthermore, the results **of Positive Ranks** showed that **most of the children, namely fifteen children**, experienced an increase in scores after participating in learning using the TPR method. This reflects that the Total Physical Response method has a positive impact on early childhood English vocabulary mastery. The dominance of Positive Ranks indicates that after the treatment is given, the child's general vocabulary skills experience better development than the initial condition before the treatment.

Meanwhile, **the results of Ties** showed that there were **three children** who had the same pre-test and post-test scores. This condition indicates that in a small number of children, learning with the TPR method has not provided a measurable change in scores. However, this fixed score does not necessarily indicate the ineffectiveness of the method, as early childhood language development can take place gradually and is influenced by the individual readiness of each child.

The difference in **mean rank** values and **sum of ranks** was much larger in the Positive Ranks group than in the Negative Ranks group showed that the increase in score after treatment was more

dominant than the decrease in score. Thus, the overall results of the Wilcoxon test in the Ranks section confirm the indication that the application of the Total Physical Response method tends to have a positive effect on improving the mastery of early childhood English vocabulary in the experimental group.

- **Negative Ranks (Post-test < Pre-test): 2 children indicates that there were two children who had a decrease in score after treatment.**
- **Positive Ranks (Post-test > Pre-test): 15 children indicates that most children experience an increase in scores after the implementation of the TPR method.**
- **Ties (Post-test = Pre-test): 3 children indicates that there are three children who have a fixed score.**

The mean rank and sum of ranks in Positive Ranks are much higher than in Negative Ranks, which indicates the dominance of increased scores after treatment.

Statistical Test Results

Interpretation of Wilcoxon Signed Ranks Test Results

The Wilcoxon Signed Ranks Test was used in this study to find out if there was a significant difference between **the pre-test** and **post-test scores** of early childhood English vocabulary mastery in the experimental group after the application of the Total Physical Response (TPR) method. This test was chosen because the data is small and does not assume a normal distribution.

Based on the results of data processing using SPSS Statistics version 26, the following statistical test results were obtained:

Value Test Statistics
Z -3,362
Asymp. Sig. (2-tailed) 0.001

A Z-value **of -3.362** indicates a strong difference between the score before and after treatment. A negative mark on the Z value does not indicate a downward direction, but rather is the result of Wilcoxon's statistical calculation system which is based on the ranking sequence of the data. Therefore, the interpretation of the direction of change still refers to the results of the Ranks, which previously showed the dominance of the increase in scores (Positive Ranks).

Furthermore, the **Asymp. Sig. (2-tailed) value of 0.001** indicates the significance of the test results. This value is then compared to the level of significance used in the study, which is **$\alpha = 0.05$**. The results of the comparison showed that the significance value **of 0.001 was smaller than 0.05**, so the statistical decision taken was to **reject the Zero Hypothesis (H_0)** and **accept the Alternative Hypothesis (H_1).**

The H_0 subsidence indicates that there is no similarity between the pre-test and post-test scores, but rather that there is a statistically significant difference. In other words, the change in score that occurs after the application of the Total Physical Response method is not a change that occurs by chance, but is a real impact of the treatment given.

Substantively, these results show that **The application of the Total Physical Response method has a significant influence on improving early childhood English vocabulary mastery**. This method is effective because it actively engages the child through physical movements that are integrated with verbal commands, thus helping the child understand and remember vocabulary better. These findings also strengthen the results of the descriptive analysis and support the research hypothesis that has been proposed.

Discussion

The results of this study show that the application of **the Total Physical Response (TPR)** method has a real impact on improving English vocabulary mastery in early childhood at EnowKids Learning Center. The significant difference in learning outcomes between before and after treatment in the experimental group is evidence that the TPR method is able to effectively improve children's vocabulary skills.

The improvement that occurred in the experimental group indicated that the TPR method helped the child understand and remember vocabulary better. Through the combination of verbal instruction and body movements, children not only passively receive vocabulary, but also actively engage in the learning process. This physical involvement makes learning more meaningful, fun, and easy to understand, so that the vocabulary learned is easier to store in children's memories.

The findings of this study are in line with the view of behavioristic theory that emphasizes the relationship between stimulus and response, in which verbal commands from the teacher are responded directly by the child through physical actions. In addition, the results of this study are also in line with cognitive and interactionist theories that state that language learning in early childhood will take place more optimally if children are involved in real experiences and direct interaction with the learning environment. Concrete learning allows children to build understanding gradually according to their developmental stages.

Furthermore, the results of this study support the concept of Total Physical Response put forward by Asher, who states that the involvement of body movements in language learning can strengthen long-term memory and create a more relaxed learning atmosphere. Learning conditions that are low pressure make children feel comfortable and motivated to participate in learning, so that the vocabulary acquisition process can take place naturally.

Thus, the results of this study also reinforce the findings of previous studies that concluded that the TPR method is effectively used in English learning for early childhood. This method is in accordance with the characteristics of children who are active, like to move, and learn through play activities, so it is very relevant to be applied to improve the mastery of English vocabulary at the early developmental stage.

CONCLUSSION

Based on the results of research and discussions that have been about the influence of the use of **the Total Physical Response (TPR)** method on the mastery of early childhood English vocabulary at EnowKids Learning Center Makassar, several conclusions can be drawn as follows.

First, the initial ability to master early childhood English vocabulary in the experimental group before being given treatment was still at a relatively low level. This can be seen from the pre-test results which show that most children get scores in the low to medium category, even some children have not shown adequate vocabulary mastery.

Second, after learning was applied using the Total Physical Response method, there was a significant increase in English vocabulary skills in the experimental group. This increase is evident both from the results of descriptive analysis and the results of statistical tests, where the average post-test score increases markedly compared to the pre-test score. This shows that the TPR method is able to help children understand and remember vocabulary more effectively.

Third, in contrast to the experimental group, the control group that followed learning by conventional methods did not show a significant increase in vocabulary ability. In fact, some children found to have a fixed or decreased score, which indicates that conventional learning does not have an optimal impact on early childhood English vocabulary mastery.

Fourth, the results of **the Wilcoxon Signed Ranks Test** showed a significance value of **0.001**, which is smaller than the significance level **of 0.05**. Thus, the Zero Hypothesis (H_0) is rejected and the Alternative Hypothesis (H_1) is accepted. These results prove statistically that the application of the Total Physical Response method has a significant influence on improving early childhood English vocabulary mastery.

Based on the overall findings, it can be concluded that the Total Physical Response method is an effective learning method to improve English vocabulary mastery in early childhood. This method is

in accordance with the learning characteristics of children who tend to be active, kinesthetic, and learn through direct experience and fun activities.

Suggestions

Based on the conclusions and implications of the research, the researcher proposed several suggestions; (1) For Teachers/Educators, Teachers are expected to be able to apply the Total Physical Response method as one of the English learning strategies for early childhood, especially in vocabulary recognition. Teachers are also advised to combine TPR with interesting learning media such as songs, pictures, and teaching aids so that learning is more varied and not monotonous., (2) For Educational Institutions Educational institutions are expected to support the implementation of the Total Physical Response method by providing adequate learning facilities and infrastructure and providing training to teachers regarding the application of innovative learning methods that are in accordance with the characteristics of early childhood., (3) For parents, it is expected to support children's English learning at home by providing simple stimuli through physical activities, games, and the use of English vocabulary in daily activities so that learning at school can be sustainable.

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