



Implementation of the Total Physical Response (TPR) Method with the Help of Flashcards to Teach English Vocabulary

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Abstract: Teaching vocabulary to children must be engaging and fun to spark their interest and motivate them to learn English, particularly to memorize English vocabulary. To establish pleasurable learning for children, the teacher must discover creative methods and media to encourage students to learn English vocabulary. This study aims to find out the implementation of the TPR method with the help of flashcards to teach English vocabulary at Kindergarten Muslimat NU TA 07 Plantaran and to describe how the TPR method with the help of flashcards can encourage kindergarten students at Muslimat NU TA 07 Plantaran to learn the English vocabulary. This study uses a descriptive qualitative method. Non-participant observation and interviews are conducted as the data collection techniques. The findings show that teaching using the TPR method with the help of flashcards is implemented in three steps: pre-teaching, whilst-teaching, and post-teaching. In teaching and learning, the teacher acts as a model and gives orders while students respond and imitate them with physical movements. Implementation of TPR with the help of flashcards can encourage students' motivation to learn English vocabulary. This can be seen from the behavior of motivated students during learning, including being active, responsive, interested, enthusiastic, responsible, and diligent.

Abstrak: Pengajaran kosa kata kepada anak-anak harus menarik dan menyenangkan untuk memicu minat mereka dan meningkatkan motivasi mereka untuk belajar bahasa Inggris, terutama untuk menghafal kosa kata bahasa Inggris. Untuk membangun pembelajaran yang menyenangkan bagi anak-anak, guru harus menemukan metode dan media yang kreatif untuk mendorong siswa belajar kosa kata bahasa Inggris. Penelitian ini bertujuan untuk mengetahui penerapan metode TPR dengan bantuan flashcard untuk mengajar kosakata bahasa Inggris di TK Muslimat NU TA 07 Plantaran dan untuk mendeskripsikan bagaimana metode TPR dengan bantuan flashcard dapat mendorong siswa TK Muslimat NU TA 07 Plantaran untuk mempelajari kosa kata bahasa Inggris. Penelitian ini menggunakan metode deskriptif kualitatif. Observasi non-partisipan dan wawancara dilakukan sebagai teknik pengumpulan data. Hasil temuan menunjukkan bahwa pengajaran dengan metode TPR dengan bantuan flashcards dilaksanakan dalam tiga langkah: pra-mengajar, sementara-mengajar, dan pasca-mengajar. Dalam proses belajar mengajar, guru berperan sebagai model dan memberi perintah sedangkan siswa menanggapi dan menirukannya dengan gerakan-gerakan fisik. Implementasi TPR dengan bantuan flashcards dapat mendorong motivasi siswa untuk belajar kosakata bahasa Inggris. Hal ini terlihat dari perilaku siswa yang menunjukkan ciri-ciri siswa yang termotivasi selama pembelajaran, antara lain aktif, tanggap, tertarik, antusias, bertanggung jawab, dan tekun.

A. Introduction

English is now taught in schools in Indonesia as it has become a global language and a means of communication for the worldwide community. As foreign language learners, vocabulary mastery is very important to make it easier for students to communicate in English. In order to enhance the language aspect of communication, including listening, speaking, reading, and writing, vocabulary mastery must be considered Finoacchiaro in (Rahmasari, 2016). It is strengthened by Tarigan (Khusniyati et al., 2019), who assumes that the quantity and quality of a person's vocabulary determine the level of their language ability. This indicates that one way to improve their language ability is to understand the vocabulary.

Young learners should be given English vocabulary as a foundational step to help them understand the language and prepare to learn English at the next level Kusumayati (Octavia & Soepriatmadji, 2020). Rahmadhani, as cited in (Hariyono, 2020), also stated that teaching vocabulary to young learners should begin early because it is crucial to language learning. Basic vocabularies are the ones that are used when teaching young learners. According to Tarigan (Khusniyati et al., 2019), vocabulary that does not change easily, such as kinship, bodily part, pronoun, number, verb, adverb, and noun, constitutes the basic vocabulary.

The most crucial time for stimulating a child's brain's development is between the ages of 5 and 6. During this time, children also go through a sensitive stage when they are particularly receptive to learning new things to help them reach their full potential (Haryono & Harlina, 2020). McLaughlin (in Ummah, 2016) also stated that childhood is a golden age period in which the brain is most capable of properly storing memories across time. Compared to adults, who may take longer to understand a language, children learn it more quickly and easily from an early age. Supeniati in (Putra, 2016) states that children who are engaged in activities or are early learners would be eager if they are taught utilizing enjoyable activities. In other words, students will be glad to learn a language if they experience pleasant circumstances stimulating their curiosity and enthusiasm.

Teachers organize, direct, and establish an environment that will encourage students to participate in classroom activities (Usman, 2020). Teaching English to young learners must be engaging and fun to spark their interest and motivate them to learn English, particularly to memorize English vocabulary. (Karyaningsih et al., 2023) Stated as one of the most important components of learning success, providing conditions for an effective learning environment will assist learning activities to run effectively. Teachers need innovative methods and media for English vocabulary in early childhood to build a fun and effective learning environment for children. As stated (Abwi et al., 2023), teachers can create an enjoyable and interesting learning environment by using engaging techniques, methodologies, learning models, and teaching resources. Lessons will be simpler to understand, and students will be more motivated to learn.

It is necessary to have motivation within oneself to learn English successfully. According to Awe & Benge (Rudini & Agustina, 2021), Learning motivation is necessary for

the accomplishment process. Lack of motivation among students will decrease their excitement for learning, harming their performance. When it comes to learning activities, motivation may be defined as the general force that pushes students forward, ensures that learning activities continue, and provides learning activities purpose so that the child's goals can be realized Sardiman (Mujianto, 2019). Students who are passionate about studying will appear differently when they are learning. Several indications can be used to identify such students: 1) Participation in learning activities that are active, enthusiastic, and responsive; 2) attentiveness to the teacher's explanation and taking note of important information; 3) willingness to ask questions on unclear material; and 4) honesty in completing the assignment Afdhal in (Abwi et al., 2023). Students that are highly motivated to learn will work more and be more motivated to achieve academic goals (Lestari & Miftakul'Ulum, 2020).

According to preliminary observations on two March 2023 at Kindergarten Muslimat Nu Ta 07 Plantaran, English has been taught to class B2 students. However, they also did not learn much English and only learned numbers through singing methods sung together. In using this method, many students are silent and do not sing along, and they also cannot mention the vocabulary they have learned. The researcher stated that more than the singing method was needed to influence children's interest and motivation while learning English. They did not actively participate in learning, so they felt bored and unmotivated. This shows that teachers' methods and media can affect students' interest and understanding. This is confirmed by the research results (Asmali, 2017), which revealed Young Learners' Attitudes and Motivation to Learn English. This shows that the key elements influencing young learners' attitudes and motivation to learn English were their teachers and conducive learning environments and activities.

Based on the problems mentioned above, the teacher has to discover creative methods and media to encourage students to learn English vocabulary during teaching and learning English. The researcher tries to apply the TPR method with the help of flashcards in learning English at kindergarten Muslimat NU TA 07 Plantaran.

TPR is one of the English language teaching strategies and techniques Dr. James J. Asher created. This approach makes an effort to focus on motivating students to pay attention to and react to their teacher's spoken target language instructions Asher in (Astutik & Aulina, 2018). The language education method Total Physical Response uses speech and gesture cooperation to teach language through an activity. The TPR approach pertains to coordinating orders, speech, and movement in language learning. Consequently, a teacher tries to teach language through physical activity Richard (Astutik & Aulina, 2018). Rokhayati (in Nuraeni, 2019), stated that the advantages of using Total Physical Response in English teaching and learning activities: (1) it is fun, so many children enjoy participating in this type of teaching and learning process, (2) it can help students remember English words and expressions, (3) it can be applied in large classes or small, (4) not only suitable for young l but also adult students, (5) suitable for students who are active in class. It is strengthened by Larsen freeman (in Khusniyati et al., 2019) stated that the teacher employs

the Total Physical Response method to create a relaxed environment where students may enjoy studying and improve their communication abilities in a foreign language. This is due to the technique's main objective in its initial development: to reduce student fear and foster an enjoyable learning environment.

Their research (Wijayatiningsih & Mulyadi, 2014) stated that the TPR model's use could help young learners learn basic English vocabulary and its Indonesian equal. Besides that, (Ummah, 2016) in her research found that kindergarten students at RA. Nurul Hikmah Pamekasan became more active and interested in learning English because the teacher taught them using the TPR method. They make them fun and memorable in learning English.

Flash cards are word-and-picture-equipped cards. The images on the flashcards are organized into categories such as animal series, fruits, outfits, colors, numerical forms, and more. Showing and swiftly reading this card to the child is how it is played. This technique improves vocabulary by teaching the right brain how to retain images and words Ahmad Susanto (Priana 2015). Furthermore, Halliwell (in Rahmasari, 2016) says, flashcards include images, phrases, and instructions that are presented differently. Since visuals typically provide a clear understanding of what a word or structure might signify, the graphic format of flashcards was chosen. This means that Children can learn English quite effectively with the help of flashcards because colored Cards, phrases, and animated images are presented in Flashcards, which attracts their interest and increases motivation.

Their research (Elisa & Tuti, 2020) revealed that Flashcards are an excellent teaching tool that may be used in the classroom to teach vocabulary to young learners. Students' ability to absorb vocabulary and the atmosphere in the classroom were both improved by the usage of flashcards because the students were more engaged. Furthermore (Rahmasari, 2016), in her research, finds that Students' vocabulary comprehension is greatly improved by using flashcards. The majority of students find it interesting to use flashcards to learn English. This was also reinforced by (Farida et al., 2019) in her research that stated that with the help of flashcards, children become familiar with certain words and may quickly learn them. Students' capacity to learn vocabulary was enhanced by improved attention, motivation, and the use of flashcards.

This paper aims to find out the implementation of the TPR method with the help of flashcards to teach English vocabulary at kindergarten Muslimat NU TA 07 Plantaran and to describe how the TPR method with the help of flashcards can encourage kindergarten students at TK Muslimat NU TA 07 Plantaran to learn the English vocabulary.

B. Method

This research was conducted within two months (from March - April 2023). class 2B, which totaled 20 students, was selected as the subject of this study. The data resources are from teachers and students at TK Muslimat NU TA 07 Plantaran. The research design used in this research is descriptive qualitative research. According to Lexy J. Moleong (in Sidiq et al., 2019), qualitative research is research that prioritizes natural settings such as behavior,

perceptions, motivations, actions, etc., which are carried out by people who have genuine concerns with the intention that the results can be used to interpret phenomena using a variety of research methods. The researcher intended to describe the students' participation in the classroom since the TPR method with flashcards was used to teach vocabulary. Hence this form of study methodology was used.

Non-participant observation and interviews are conducted as the data collection techniques. Since the researcher did not actively participate in teaching the students in the English teaching activities, she was simply a passive observer of the English teaching-learning process in the classroom. She observed how the teacher taught English by implementing the TPR method with flashcards and observed students' activities and behavior (related to motivation characteristics). She observed it by using observation sheets. In the interview, the researcher interviewed the teacher concerning her opinion of teaching with the TPR method with the help of flashcards and the problems she may face in teaching with the TPR method.

In analyzing the data, the researcher will use the following steps: Identifying the steps of teaching, Identifying the students' activities and behavior related to motivation characteristics, and Comparing the finding of the teacher's teaching practices with the theory of the TPR method by Larsen & Freeman and Asher, Comparing the finding of the teacher's teaching practices with the teaching theory using flashcards by Ahmad Susanto and Yuliaty, Comparing the students' activities and behavior with the motivation theory by Sardiman and Hamzah B. Uno, Evaluating whether the teaching practices are by the theory and whether the implementation of TPR method with the help of flashcards can encourage students to learn English vocabulary. The result of the interview with the teacher also supported the evaluation.

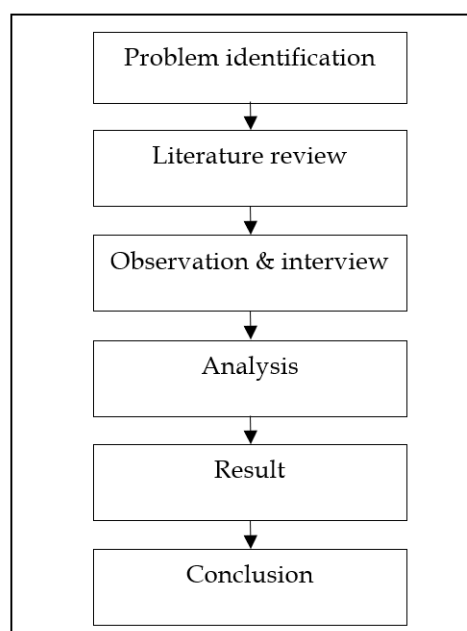


Figure 1. Research Flow

C. Result and Discussion

Result

1) The implementation of Teaching English vocabulary using the Total Physical Response method with the help of flashcards at kindergarten Muslimat NU TA 07 Plantaran

Based on the observation carried out twice on Monday, March 6, 2023, and Monday, March 27, 2023, the implementation of teaching English vocabulary using the Total Physical Response method with the help of flashcards at kindergarten Muslimat NU TA 07 Plantaran is described below:

Pre-teaching

In pre-teaching, the teacher did some teaching activities: At the beginning of the activity, the teacher greeted the students first. Before the English lesson started, the teacher asked the students to sit in a circle and then pray together to God. Then the teacher reviews the learning material studied in the previous meeting. After that, the teacher conveys an apperception regarding the material to be studied. Furthermore, so that students are focused and excited while participating in learning, the teacher invites students to do clapping activities, including "*tepuk anak sholeha, tepuk jari, tepuk semangat, dan tepuk puasa*".

Whilst-teaching

The teacher started the English lesson by explaining the topic (animals and objects around). The teacher presented seven category flashcards and then showed them to students. Animal category cards (Rabbit, Cat, Bird, Pig, Monkey, Fish, Duck) and objects around category cards (table, chair, cupboard, window, door, socks, clothes).

Teacher: oke hari ini kita akan belajar bersama tentang kosakata bahasa inggris objects around atau benda sekitar. Bu wati disini punya kartu, beberapa kartu gambar ini kita akan menyebutkan kata-katanya dalam bahasa inggris. Okee setujuuu?

Then seven flashcards are shown one by one. The teacher shows the cards while saying animal/objects around vocabulary in English. Moreover, the students follow suit. When one card is shown the teacher asks them a question; *Teacher: siapakah aku ini...? hewan ini makan apa ya...? gimana suara/geraknya hewan ini? hewan ini hidupnya dimana ya...?* (Indonesian).



Figure 2. The Teacher Shows the Flashcards

After that, the teacher explained the meaning of each vocabulary shown through flashcards. She demonstrated animal movements/sounds to make it easier for them to remember the vocabulary that had been taught. Then students imitated animal movements/sounds that the teacher did. The teacher also instructed them to follow the movements according to the vocabulary taught by the teacher on each flashcard. While for the category of objects around, the teacher gives orders to students to point to real objects in the class. In this case, there were seven movements and instructions for the animal categories, such as below:

- Bird : The teacher flaps his hands like a bird and commands, "*Terbang seperti bird*",
- Pig : The teacher touches her nose, sounds like the animal, and gives the command "*sentuh hidung kalian*".
- Monkey : The teacher makes the sound like a monkey, "*uuuk aaa uuuk aaa*" and gives the command "*uuuk aaa seperti monkey*"
- Fish : The teacher acts like a fish swimming in the water and gives the command "*berenang seperti fish*"
- Cat : The teacher sounds like a cat and gives a command "*meow meow seperti cat*"
- Duck : The teacher bends his arms like a duck and sounds like a duck and gives the command "*wekwekwek seperti duck*".
- Rabbit : The teacher jumps like a rabbit and gives the command "*lompat lompat seperti rabbit*"

The teacher asks students to imitate her reading this animal/object around vocabulary quickly. The teacher demonstrates the animal vocabulary again physically. In this case, she asked students to imitate her actions based on their instructions. She carried out this activity quickly so students could understand her teaching. For the vocabulary category of objects around, the teacher pronounces the vocabulary of objects around while students must quickly point to real objects in the class according to what the teacher mentions.

The teacher provides opportunities for students to practice them through group flashcard games. One class is divided into seven groups, each with three students. Each group will get one flashcard. The teacher demonstrates animal vocabulary physically and gives commands that have been explained to each animal. Then the group that gets the animal flashcard referred to by the teacher must imitate what the teacher ordered earlier.

Teacher: *Terbang seperti bird. Ayo kelompok mana yaa yang mendapatkan flashcard bird?.*

Finally, the English teacher asked the students to practice it with her by following the responses physically.

Post teaching

Before the learning activity ended, the teacher gave them a task to measure students' abilities in learning English vocabulary using the TPR method and flashcards. After that, the

teacher provides material reinforcement related to the material that has been studied. The lesson ended with praying together and greeting.

In short, the steps of the implementation consist of pre-teaching (greetings, praying, reviewing, and giving clapping activities), whilst-teaching (showing flashcards, explaining each flashcard, imitating the teacher, following the physical movements of the teacher, giving commands to the students, asking and answering questions, playing flashcard groups and doing tasks), closing activity (reviewing, greeting and praying).

2) The students show Encouragement behaviors in the teaching and learning process using the TPR method with the help of flashcards

In this research, the way for the researcher to know that the TPR method, with the help of flashcards, can encourage the students to learn English vocabulary is by using students' activities and behaviors. Using the TPR method and flashcards, this research uses Observation Sheet to observe students' activities and behavior while learning English vocabulary.

Table 1. Observation Sheet

Sub variable	Observation indicators	1st observation	2nd observation
listening activities of students during the learning process	1) students listen to the explanation from the teacher	✓	✓
	2) students respond or actively ask about the teacher's explanation of the learning material	✓	✓
The student's enthusiasm for the use of flashcard media	1) students are interested in playing flashcard media	✓	
	2) students need help in using flashcard media		✓
	3) students independently in using flashcard media	✓	
Students participate in learning English using the TPR method	1) Students follow or repeat what the teacher says when showing flashcards	✓	✓
	2) students participate in following the physical movements exemplified by the teacher.		
	3) Students understand what the teacher orders and do it according to the orders.	✓	✓

Sub variable	Observation indicators	1 st observation	2 nd observation
Students can answer or respond when asked questions by the teacher	1) students answered the questions given by the teacher correctly	✓	✓
	2) students answer questions with help or encouragement from the teacher	✓	✓
students' ability to understand the vocabulary that has been taught	1) students can remember the vocabulary that has been taught		
	2) students can pronounce the words on the flashcard media	✓	✓
	3) students can write the words on the flashcard media correctly	✓	✓
	4) students can do the assignments given regarding vocabulary	✓	✓

The table above results from observations made by researchers on student behavior and activities during English learning in class B2 Kindergarten Muslimat NU TA 07 Plantaran. In short, student behavior and activities researchers observe include listening and responding, actively participating, being enthusiastic, responsible, enjoying, diligent, and showing interest.

Discussion

1) The implementation of Teaching English vocabulary using the Total Physical Response method with the help of flashcards at kindergarten Muslimat NU TA 07 Plantaran

Based on the results of observations that have been made twice, the researcher found that the application of the TPR method was shown by the teacher when the teacher acted as a model. The students played the role of listeners and performers. The teacher played an active role in explaining the material and mimics of animal movements/sounds. At the same time, the students paid attention to the teacher. Then the teacher gives orders to the students to imitate animal movements/sounds and points to real objects in the class.



Figure 3. The teacher orders the students to point to real objects in a class

Teacher: *"ayo anak-anak tunjukkan mana window di ruang kelas ini!"*

In this case, the teacher is responsible for issuing commands and monitoring students' actions. On the other hand, students mimic the teacher's verbal and nonverbal models. Asher said command is included in children's direct communication so that the child responds physically (through body language) before beginning to speak (verbal language).

At first, the teacher and students read and do the imperative together. Then, when the teacher reads the imperative, they respond with physical movements. Larsen & Freeman (1988) theory said that the initial part of the Total Physical Response is modeling. The teacher gives several students commands and then performs with them. In the second step, these same students understood orders by doing them themselves.

In applying the TPR method, the teacher also uses flashcard media to make it easier for students to learn vocabulary through attractive visuals. The flashcard the teacher uses when teaching class B2 is a card in the category of animals and objects, consisting of two sides. The first side contains a color image, and the other contains words. This aligns with the definition of flashcards according to Ahmad Susanto's theory that flashcards are word-and-picture-equipped cards. The images on the flashcards are organized into categories such as animal series, fruits, outfits, colors, numerical forms, and more.

The steps for using flashcard media in learning in class B2 are described in two parts: before and during the presentation. Before the presentation, the teacher has prepared media flashcards that will be used for teaching. Seven cards are used in each category (animals and objects around). At the time of the presentation, the teacher sometimes stands and sits in front of the class when presenting the flashcards. The teacher places the flashcards in front of the chest so that all students can see the flashcards in the teacher's hands. At first, the teacher shows the side containing the picture while mentioning aloud the vocabulary on the

flashcard. Afterward, the teacher turns the flashcard over to the side with the word written on it. At this stage, the teacher asks students to follow and repeat what the teacher says so that students remember the vocabulary. When all the cards have been presented, the teacher shows the flashcards one by one; this time, the student mentions the vocabulary on the flashcard shown. Then the teacher gives questions starting with students who sit near the teacher in a circle. The teacher gives questions by showing seven cards, and then the teacher mentions the vocabulary, for example, "Which one is cupboard" and students have to point to flashcards with cupboard pictures.



Figure 4. The teacher gives questions to the students

The steps for using flashcard media are by the theory of Yuliati in Priana (2015), who said the steps in teaching using flashcards are as follows: stand in front of the class where students can see the teacher, cards of the same category are stacked and held in the left hand at chest level with the page containing the picture facing the student; show one page of cards with pictures while saying the word clearly "star" Then flip the image so the text is in front while saying "star" and do this quickly; Ask students to follow or repeat what the teacher says; after all the cards are finished, students quickly mention the cards that have been shown earlier one by one; Give the cards that have been explained to students who are sitting near the teacher.

Based on my observations, the thing that needs to be improved is the teacher's pronunciation. There are some mispronunciations made by the teacher when she pronounces the vocabulary in English, for example, the word "cupboard", "chair" etc. Because the only English material taught numbers, the teacher is not used to teaching English because she needs adequate education, and it is unrelated to her field of specialization. This is supported by the results of interviews with the teacher who said "*Kesulitan yang dihadapi saat mengajar bahasa inggris adalah dipelafalnya. Tapi seiring berjalannya waktu dan dengan setiap hari dilafalkan akan bisa dengan sendirinya* "

2) Total Physical Response method with the help of flashcards to encourage kindergarten students at Muslimat NU TA 07 Plantaran to learn English vocabulary

Based on the results of observations, most Kindergarten students at TK Muslimat NU TA 07 Plantaran are motivated to learn English by the emergence of motivated children's characteristics that appear within themselves. The theory of characteristic motivation from Sardiman and Hamzah B. Uno reveals that the characteristics of students with high motivation can be seen from several characteristics, including Students who are diligent in facing assignments. Students are tenacious in facing learning difficulties, students are happy and actively involved in learning activities, students pay attention when the teacher explains the material, students diligently take lessons, students do not get bored quickly with routine tasks, students have a high desire to succeed, students dare to defend their opinions while feeling right and confident, students do not easily give up working on practice questions that are considered difficult, students are confident to ask about material that has not been mastered.

Based on the theory of motivation, some of the characteristics above have appeared in class B2 students, including:

1. Students listen to the teacher's explanation. In class, the students are quiet and focused on delivering the material given by the teacher, especially when the teacher shows the flashcards in front of them. Their attention is focused on attractive flashcards with colorful pictures. As a result, students can remember the vocabulary taught. Kasihani K.E. Suyanto (in [Wijayatiningsih & Mulyadi, 2014](#)) confirm that One of the simplest methods to elicit a linguistic sample is by showing an appealing picture. Using pictures makes children more interested in learning and can help them improve their vocabulary knowledge. Furthermore, employing flash cards might assist students in memorizing vocabulary.
2. Students are active and respond when the teacher asks questions. Students were very active when the teacher started asking questions and asked them to guess the vocabulary on the flashcard held by the teacher. They are scrambling to answer questions from the teacher, and when they can answer them correctly, they look very happy and satisfied. This is supported by Sari and Sunarno (in [Rudini & Agustina, 2021](#)), who stated that the presence of feedback in the classroom between the teacher and students or between students suggests a high level of interest among students; this activity is intended to be an indication of success in the learning process.



Figure 5. Students scramble to answer questions

3. Students are interested and enthusiastic about participating in English lessons given by the teacher from the beginning to the end using the TPR method and flashcards. This is proven when students enthusiastically demonstrate animal sounds or movements. They look happy and enjoy imitating animals. They are also compact enough to point out real objects in class when the vocabulary material is about objects, meaning they are interested in learning English using this method. Like the findings of (Ummah, 2016), most of the kindergarten students at RA Nurul Hikmah Pamekasan showed more interest in learning English when the teacher asked them to practice their English vocabulary by giving physical responses.
4. Students are responsible and diligent in doing every task given by the teacher. Students are responsible and diligent in doing every task given by the teacher. Even though some children were distracted playing alone in the middle of learning, when the teacher gave them assignments, they still did well and were on time. According to Sari and Sunarno (in Rudini & Agustina, 2021), If the student has a disciplined and responsible attitude toward the assignment or homework that the teacher assigns, the student will always be at the forefront, trying to be the first and on time in any case because the student is motivated by the feeling of competing and competing to get the best value.

These characteristics appear in kids in class B2, indicating that they already have a high level of learning motivation. The characteristics of motivated students that appear in class B2 students are to the theory of Sardiman and Hamzah B. Uno. As a result, the TPR and flashcard approaches can encourage students' motivation to acquire English vocabulary by creating a pleasant learning environment in which they can enjoy English learning. This is supported by the findings of (Octavia & Soepriatmadji, 2020; Nabila, 2022; Saputri & Ramli, 2017), who stated that the application of Flashcards had succeeded in motivating students, making students interested, and being able to improve students' English vocabulary skills. The findings by (Wijayatiningsih & Mulyadi, 2014; Astutik & Aulina, 2018; Ummah, 2016) also confirm that the use of the TPR in kindergarten is acceptable and increases the learning motivation of children because it is interesting and easy to understand.

However, not all students have the motivational characteristics that arise in them. In the class, there is one child who has learning difficulties. He is sometimes indifferent and actively plays on his own. Then when given a task, he must be guided by the teacher in doing it. These students need higher learning motivation. According to Yuliani (in [Rudini & Agustina, 2021](#)), students with low motivation to learn to look indifferent and easily discouraged; their attention needs to be more focused on the lesson; they prefer to disrupt class; and they frequently leave lessons due to many difficulties with learning

D. Conclusion

Based on the results of the data analysis, the researcher concluded that, first, in implementing the TPR method with the help of flashcards, the teacher acts as a model. The teacher orders students to imitate animal movements/sounds and point to real objects based on the flashcards shown while students respond to these commands with physical movements. Secondly, this method can encourage student learning motivation in learning English vocabulary. This can be seen from the attitude of active and responsive students, interested, enthusiastic, responsible, and diligent students.

With the help of flashcards, the TPR method is the right way teachers can teach English vocabulary to young learners. Using the TPR method with the help of flashcards that are applied to daily activities by teachers in the school environment can make it easier for students to understand the English vocabulary that is being studied because the learning process is fun and interesting.

The research results obtained in this study should be a reference for researchers to research understanding vocabulary in early childhood. Other researchers can use the limitations in this study to consider various factors of these limitations in future research so that it can be more perfect.

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