

The Implementation of Total Physical Response Method with Pictures to Enhance Students' Vocabulary and Creativity

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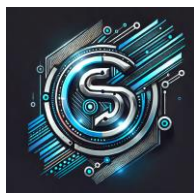
Abstract: This research explores the effectiveness of incorporating picture with the Total Physical Response (TPR) technique to improve vocabulary acquisition and creative thinking in EFL learners. A total of 36 second-grade students took part in two Classroom Action Research (CAR) cycles at SMAN 03 Pamekasan. The low average mark of 58 on the pre-test among students and early observations suggested significant challenges with vocabulary retention, spelling pronunciation and proper usage. TPR integration of movement and language acquisition was paired with writing activities. While introducing vocabulary words during the first cycle students worked together in groups to describe pictures in photos and include images and vocabulary words during the second cycle to increase memory. Although there was a 12.1% increase during the period of the study the outcomes did not meet the minimum passing criteria established by the institution (KKM). During the immediate cycle, additional practice and stress-relief techniques, such as occasionally reviewing images from recent tests, led to a significant improvement, with the average score increasing to 80. The research indicated that when paired with melodies, the TPR method enhanced students' vocabulary fluency, spelling, pronunciation, and accuracy of usage. Furthermore, it fostered greater student involvement, enthusiasm, and creativity in the classroom. Overall, the study demonstrates that TPR and picture provide an engaging, straightforward method for vocabulary acquisition, helping students navigate difficulties in language learning and fostering a more vibrant and enjoyable educational atmosphere.

Keywords: Total Physical Respond, Pictures, Vocabulary and Creativity.

INTRODUCTION

Acquiring vocabulary is one of the most intricate aspects of mastering a new language. It is a crucial element in any linguistic system, forming the basis for effective communication, interaction, and expression in written form. As noted by Elmahdi & Hezam (2020) the breadth of one's vocabulary profoundly influences language use. It is integral to linguistic competence and serves as a foundation for interpreting social realities, fostering emotional development, projecting academic success, and enhancing interaction (Abror et al., 2024).

The acquisition of vocabulary in English as a second language requires innovative instructional strategies (Alayyubi et al., 2024). One effective technique is the Total Physical

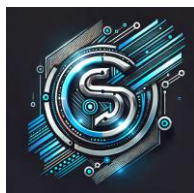


Response (TPR) approach, which blends verbal instruction with physical activity to facilitate language learning (Arifin et al., 2024). This method allows learners to associate movements with words, aiding natural vocabulary retention (Habibulloh et al., 2024). For example, gestures representing actions like "counting money" or "walking" can enhance memory through repetitive practice. According to Afrianti & Rustipa (2024) The TPR approach total physical response) was created as a language acquisition technique focused on the integration of commands, verbal communication, and action: it seeks to impart language via physical engagement (motor) (Aismanto et al., 2024).

This method focuses on synchronizing speech with action, where teachers issue directives that learners enact physically (Maisyaroh et al., 2024). Commands such as "Move to the table," "Pick up the pen," or "Close the book" incorporate physical activities that reinforce understanding. Variations like "Step back to the table" or "Turn towards the window" keep the exercises dynamic and engaging for learners.

Incorporating visual tools like images can further enhance the learning process (Rustyawati et al., 2024). Pictures stimulate cognitive functions by helping learners associate terms with visual contexts, making vocabulary easier to grasp and recall. Visual aids provide concrete representations for abstract concepts, ensuring better retention and understanding (Sahri et al., 2024; Sholeh et al., 2023). When combined with TPR, images create a multidimensional learning experience, connecting words, actions, and visuals into an integrated educational framework (Setiawan et al., 2024; Sholeh et al., 2024; Syafi'i et al., 2024).

In 1990, the method known as Teaching Proficiency through Reading and Storytelling (TPRS) was developed. According to Ray and Seely (2012) cited in Ortiz & Guaraca (2018) state that employing TPRS in classrooms is a technique teachers can utilize to enhance their students' vocabulary in an engaging manner (Yulianti et al., 2024). This method nurtures motor skills, facilitates social interaction, and fosters autonomy in a relaxed and stress-free setting (Yuniarti et al., 2024). By introducing images into TPR-based activities, teachers can add a layer of creativity, transforming lessons into vibrant and interactive sessions. For instance, verbs like "jump," "climb,"



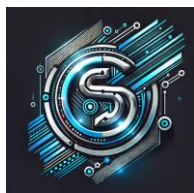
and "wave" can be demonstrated physically and paired with relevant visuals for enhanced comprehension.

Recognizing these benefits, this study investigates the implementation of TPR augmented with pictures to improve vocabulary acquisition and encourage creativity among students. The research targets first-grade students at SMAN 03 Pamekasan, many of whom face challenges in learning English, especially in writing and speaking, due to limited vocabulary knowledge. Based on the principles of Krashen's Natural Approach and Asher's Total Physical Response (TPR), TPRS can enhance preschoolers' language learning by offering them abundant comprehensible input on frequently used vocabulary and structures, all within a personalized and contextualized framework (Kara & Eveyik-Aydın, 2019; Zulkifli et al., 2023).

To strengthen vocabulary skills, this research uniquely examines the impact of using visual aids within the TPR framework. This classroom action research aims to evaluate the outcomes of integrating TPR with picture to address difficulties in vocabulary learning. It also seeks to measure how this approach stimulates creativity, offering a promising strategy for enhancing English education at SMAN 03 Pamekasan.

Vocabulary acquisition remains a significant challenge for EFL learners due to difficulties in retention and application. Despite existing strategies, many students struggle to achieve sufficient vocabulary proficiency, which hinders their communication skills. Total Physical Response (TPR), when combined with visual aids like pictures, offers a unique approach by engaging multiple senses to enhance retention and comprehension. Studies have shown that TPR facilitates vocabulary learning through movement and interaction, while visual aids improve cognitive associations with words. For instance, Afrianti and Rustipa (2024) found that TPR enhances retention, and Ortiz and Guaraca (2018) highlighted its potential to foster creativity. However, the integration of these elements with creativity-focused activities remains underexplored, particularly in Indonesian EFL classrooms. This study addresses this gap by evaluating the impact of TPR with pictures on vocabulary acquisition and creativity at SMAN 3 Pamekasan.

METHOD

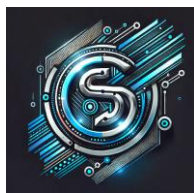


This research used CAR. As mentioned by Garpersz and Uktolseja (2020), cited in (Marsevani, 2022) Classroom Action Research refers to a kind of reflective research method consisting of a series of steps toward the betterment of professional practices in the classroom. In scientific research, this approach is very important since it will be the determinant factor that guarantees quality in the findings of the study. By implementing Classroom Action Research, the researchers attempt to help improve students in mastering vocabulary by eliminating the problems they face.

This research consists of two cycles, beginning with observation. (Yanuarto, 2020) This CAR study followed a four-phase cycle: planning, action, observation, and reflection. In Cycle 1, students engaged in group activities to describe pictures, integrating physical actions with vocabulary learning. Observations identified areas for improvement, leading to modifications in Cycle 2, such as collaborative storytelling and stress-relief techniques (Tripathi, 2022).

The research was conducted in the second grading of SMA NEGERI 3 PAMEKASAN, the participants were 36 second-grade students, including 20 female and 16 male students, with basic English proficiency. Most had limited prior exposure to TPR, making this study an opportunity to evaluate its foundational impact on language learning. After conducted the research method the first thing in the teacher arrangement program designed for this research is planning. Subsequently, the researchers made several plans, such as creating openly accessible materials, designing assessment strategies, and determining evaluation standards. After planning, the researchers implemented the plan during the activity stage. In the lesson, one of the researchers took on the role of the teacher. During the observation stage, diverse aspects in the classroom were noted including activity between students and teachers as well as interactions among students.

Besides acting as an observer during classroom activities where the Total Physical Response (TPR) method was employed for vocabulary instruction, the researcher also took on the role of the teacher who delivered vocabulary lessons using the Total Physical Response approach. Prior to implementing the cycle in the classroom, the researchers monitored the students to discern the challenges they could face in language acquisition. The analysis of summary score documents by the researchers also corroborates these findings. Following the completion of observations and document analysis, the researchers utilized cycles of the Total Physical Response (TPR) technique



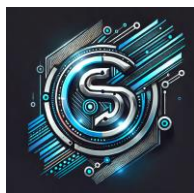
to enhance the student's vocabulary. Additionally, students completed a pre-test to evaluate their median scores prior to utilizing this method. Consequently, the subsequent classification was employed to assess the vocabulary abilities of the students medial.

Features	Below Standard 10 – 60	Sufficient 60-70	Good Enough 70 - 80	Quite Perfect 80 - 90	Perfect 100
Range of Vocabulary	Uses very limited vocabulary. Struggles to recall basic words.	Uses simple words with frequent repetition. Limited variety of words.	Sufficient vocabulary for everyday subjects, yet lacks sophistication.	Shows a solid range of vocabulary with a degree of variety.	Exhibits a wide array of vocabulary with diverse and accurate word selection.
Spelling	Common spelling mistakes, even in simple words, which impede understanding.	Numerous spelling errors in basic words, yet the message is fairly clear.	Some spelling mistakes, but they do not significantly affect understanding.	Uncommon typographical errors. The message is straightforward.	Demonstrates excellent control of spelling.
Pronunciation	Pronunciation is indistinct, leading to challenges in comprehension.	Mistakes in pronunciation frequently hinder comprehension.	The pronunciation is mostly clear, with some occasional errors.	Pronunciation is evident with slight mistakes.	The pronunciation is precise and correct.
Efficiency	Regular improper use of words, resulting in unclear meaning.	At times, words are misused, resulting in some confusion.	Typically employs words accurately, though some expressions may be clumsy.	Generally precise word usage, with minimal errors.	Regularly employs words correctly and suitably in their context.

RESULT AND DISCUSSION

Result and Discussion

Results



The research was conducted over a month at SMAN 03 Pamekasan, focusing on improving students' vocabulary mastery and creativity through the Total Physical Response (TPR) method combined with pictures. This classroom action research consisted of two cycles, each including planning, implementation, observation, and reflection phases. The participants were 36 first-grade students who struggled with vocabulary acquisition.

Before implementing the TPR method with pictures, a pre-test was conducted to evaluate students' initial vocabulary mastery. The average pre-test score was 56.75, categorized as poor. Observations revealed that students had difficulty understanding and using vocabulary in context, which hindered their ability to communicate effectively and creatively in English.

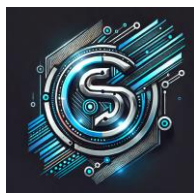
Table 1. Pre-test Scores

Feature	Pre-test Score Classification	
Vocabulary Range	58.0	Below Standart
Spelling	54.0	Below Standart
Pronunciation	59.5	Below Standart
Efficiency	55.5	Below Standart
Mean	56.75	Below Standart

Discussion

Implementation of the TPR Method with Pictures (Cycle 1)

In Cycle 1, students' average post-test score improved from 56.75 to 69.25, but many continued to struggle with vocabulary usage and pronunciation. The lack of creative engagement was a contributing factor. The TPR method was integrated with pictures to engage students in interactive and dynamic learning activities. Commands like “Point to the picture of an apple,” “Show the image of a tree,” and “Circle the dog” were used alongside corresponding images. Students worked in groups to perform these tasks, associating vocabulary with physical actions and visual stimuli. This approach encouraged active participation and made learning more enjoyable.



After a week of practicing vocabulary using the TPR method with pictures, a post-test was administered. The results showed improvement in all aspects of vocabulary mastery, with an average score of 69.25, although this still fell short of the minimum passing criteria (KKM) of 75.

Table 2. Students' Pre-test and Post-test Scores (Cycle 1)

Feature	Pre-test Score	Post-test Score	Improvement
Vocabulary Range	58.0	68.0	10.0
Spelling	54.0	67.5	13.5
Pronunciation	59.5	70.0	10.5
Efficiency	55.5	71.5	16.0
Mean	56.75	69.25	12.50

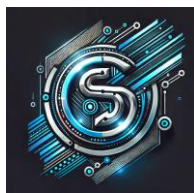
Refining the Method (Cycle 2)

Given that the students' scores did not meet the KKM, a second cycle was conducted. Enhancements included using more engaging and varied pictures and introducing collaborative activities where students created short descriptive paragraphs based on the images. Additionally, students were encouraged to use new vocabulary in creative contexts, such as storytelling.

Enhancements in Cycle 2 included varied pictures and activities encouraging creativity, resulting in a significant increase to an average score of 78.00. This underscores the effectiveness of integrating visual and creative elements with TPR.

Table 3. Students' Post-test Scores (Cycle 2)

Feature	Post-test 1 Score	Post-test 2 Score	Improvement
Vocabulary Range	68.0	78.0	10.0
Spelling	67.5	82.0	14.5
Pronunciation	70.0	79.5	9.5
Efficiency	71.5	81.0	9.5



Mean 69.25 78.00 8.75

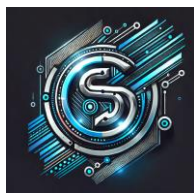
Improvement Analysis

To better understand the progress made across both cycles, specific attention was given to areas where students showed the most significant improvement. Vocabulary retention and spelling accuracy were notably higher in Cycle 2 compared to Cycle 1, suggesting that the use of detailed and colourful pictures alongside physical responses facilitated a deeper understanding and memory of new terms. Pronunciation and accuracy of usage also improved but at a slightly slower rate, highlighting areas for further instructional focus in future implementations.

Table 4. Students' Improvement Breakdown Across Cycles

Feature	Cycle 1 Improvement	Cycle 2 Improvement	Total Improvement
Vocabulary Range	10.0	10.0	20.0
Spelling	13.5	14.5	28.0
Pronunciation	10.5	9.5	20.0
Efficiency	16.0	9.5	25.5
Mean	12.50	10.88	23.38

The implementation of the TPR method with pictures effectively enhanced students' vocabulary mastery and creativity. By applying TPR, students can memorize the meaning of the vocabulary by looking at the action, even though the vocabulary is not translated. (Farisatma, 2023). By integrating physical actions, visual aids, and interactive activities, students became more engaged and confident in using English vocabulary. By integrating physical actions, visual aids, and interactive activities, students became more engaged and confident in using English vocabulary. Incorporating pictures into TPR can inspire students to connect words with imaginative concepts, stimulating creative thought processes (Sisk, 2015)



Classroom management posed a challenge, as some students initially struggled to follow instructions during group activities. These issues were mitigated through clear guidance and structured tasks. Additionally, the limited timeframe restricted the scope of creativity-focused exercises. The significant improvement in post-test scores across two cycles highlights the potential of this method as an innovative teaching strategy for vocabulary acquisition. Students' creativity was evaluated based on their ability to construct descriptive sentences and stories using newly learned vocabulary. For example, students created imaginative narratives about the pictures provided, showcasing improved language use and originality.

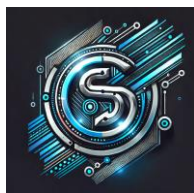
CONCLUSION

This study demonstrates that TPR combined with pictures significantly improves vocabulary acquisition and creativity in EFL learners. Conducted as a Classroom Action Research (CAR) in second grade at SMAN 3 Pamekasan, the intervention significantly improved students' vocabulary skills in areas such as vocabulary breadth, spelling, pronunciation, and usage accuracy. The average student score rose from 58 in the first test to 80 in the subsequent post-test, indicating a notable positive impact on language learning outcomes. By fostering an engaging and interactive learning environment, this method addresses key challenges in vocabulary learning. However, limitations such as a small sample size and short study duration suggest the need for further research to validate and expand these findings.

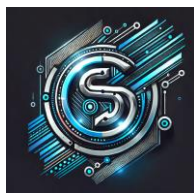
Integrating physical activity with visuals created a dynamic and engaging learning environment that captivated students more deeply. This multi-sensory approach not only helped students remember vocabulary more effectively but also promoted greater enjoyment and involvement in the learning process. Additionally, adding images to the lessons reduced student anxiety, boosted their confidence, and enhanced their motivation to learn English.

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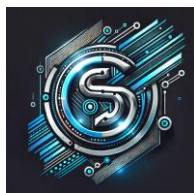
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