

**INVESTIGATING THE EFFECTIVENESS OF TOTAL
PHYSICAL RESPONSE (TPR) IN TEACHING ENGLISH
ADVERBS AT THE PRIMARY LEVEL**



BY

KASHAN RAUF

(756-FLL/MSENG/F22)

SUPERVISOR: DR AMEER SULTAN

DEPARTMENT OF ENGLISH

FACULTY OF LANGUAGES & LITERATURE

INTERNATIONAL ISLAMIC UNIVERSITY,

ISLAMABAD

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

**INVESTIGATING THE EFFECTIVENESS OF TOTAL
PHYSICAL RESPONSE (TPR) IN TEACHING ENGLISH
ADVERBS AT THE PRIMARY LEVEL**

By

Kashan Rauf

(756-FLL/MSENG/F22)

A Thesis submitted in partial fulfillment of
the requirement for degree of

MASTER OF PHILOSOPHY

In

ENGLISH (LINGUISTIC)

Session: 2022-2024

**DEPARTMENT OF ENGLISH
FACULTY OF LANGUAGES AND LITERATURE
INTERNATIONAL ISLAMIC UNIVERSITY ISLAMABAD**

CERTIFICATION

I hereby undertake that this research is an original one and no part of this thesis falls under plagiarism. If found otherwise, at any stage, I will be responsible for the consequences.

Student's Name: **Kashan Rauf**

Signature: _____

Registration No: **(756-FLL/MSENG/F22)**

Date: _____

Certified that the contents and form of thesis entitled "**Investigating the effectiveness of total physical response (TPR) in teaching English adverbs at the primary level**" submitted by "**Kashan Rauf**" have been found satisfactory for the requirement of the degree.

Supervisor: _____

(Dr. Ameer Sultan Awan)

External Examiner: _____

Date of Viva Voice: _____

Chairperson: _____

Dean: _____

Director,

Advanced Studies & Research Board: _____

DEDICATION

This research is dedicated to my beloved **parents, siblings,** and respected **teachers** whose hard work, love, guidance, and prayers enable me to accomplish over task successfully & Specially Dedicated to my wife **Syeda Amina Batool Naqvi** whose support made the task accomplishment more exciting and easier going. Without his guidance, I could not do as successfully as I have done.

CONTENTS

	Page No.
LIST OF GRAPHS	vii
LIST OF TABLES	viii
ACKNOWLEDGMENTS	ix
ABSTRACT	x
CHAPTER 1	12
INTRODUCTION	12
1.1 Background Study.....	12
1.2 Statement of The Problem.....	17
1.3 Research Objectives.....	17
1.4 Research Questions.....	17
1.5 Hypothesis.....	17
1.6 Significance of the study.....	18
1.7 Operational Definitions.....	
111	
1.8 Delimitations.....	18
1.9 Chapter Overview.....	18
CHAPTER 2	20
LITERATURE REVIEW	20

2.1 Concept of Total Physical Response.....	20
2.2 The Principles of Total Physical Response.....	22
2.6 Concept of adverb.....	27
2.7 Researches that support the Total Physical Response method.....	32
2.8 The Relationship Between Teachers and Students in Teaching Adverbs Through TPR....	39
CHAPTER 3.....	44
RESEARCH METHODOLOGY.....	44
3.1 Research design.....	44
3.2 Subjects of the Research.....	45
3.3 Population.....	45
3.4 Sample.....	45
3.5 Data Collection.....	46
3.6 Data Analysis.....	47
3.7 Pilot Testing.....	48
3.8 Validity of Instruments.....	48
3.9 Reliability of the Instruments.....	49
3.10 Theoretical Framework.....	50
Chapter 4.....	54
DATA ANALYSIS AND DISCUSSION.....	54
Description of T-Test.....	75
Analysis of Questionnaires.....	76

CHAPTER 5.....	88
SUMMARY, CONCLUSION AND SUGGESTION.....	88
5.1 Summary.....	88
5.2 Conclusion.....	91
5.3 Suggestion.....	92
REFERENCE.....	95
APPENDIXES.....	113
Appendix-A.....	113
APPENDIXES.....	116
Appendix-B.....	116
APPENDIXES.....	119
Appendix-C.....	119

LIST OF GRAPHS

Graph No.	Page No.
4.1: Graph No 01.....	70
4.2: Graph No 02.....	71
4.3: Graph No 03.....	72
4.4: Graph No 04.....	73
4.5: Graph No 05.....	74
4.6: Graph No 06.....	75
4.7: Graph No 07.....	76
4.8: Graph No 08.....	77
4.9: Graph No 09.....	78
4.10: Graph No 10.....	79

LIST OF TABLES

Table No.	Page No.
3.4 Sampling.....	48
Tables T-Test	
4.1.1: Table No 01.....	54
4.1.2: Table No 02.....	57
4.1.3: Table No 03.....	59
4.1.4: Table No 04.....	61
4.1.5: Table No 05.....	63
4.1.6: Table No 06.....	66
Student Perceptions	
4.2.1: Table No.....	69
4.2.2: Table No 02.....	70
4.2.3: Table No 03.....	71
4.2.4: Table No 04.....	72
4.2.5: Table No 05.....	73
4.2.6: Table No 06.....	74
4.2.7: Table No 07.....	75
4.2.8: Table No 08.....	76
4.2.9: Table No 09.....	77
4.2.10: Table No 10.....	78

ACKNOWLEDGMENTS

First and foremost, enormous gratitude is due to ALLAH ALMIGHTY who has provided me the strength to complete my work. I also dedicate this study to Hazrat Muhammad (S.A.W) who advised Muslims to get Education from cradle to grave. I become enabled to write this note of thanks and acknowledgement after the comprehensive period of one year. It has been the period of acute learning for me, not only on academic platform, but also on a personal level. I would like to reflect on the people who have supported and helped me so much throughout this period.

I am thankful to my supervisor Dr. Ameer Sultan Awan who motivated and supported to complete this study, to my parents, wife, siblings & friends who provided me love and care which motivates me in accomplishing my task. May Allah bless all those people who became the footprints for me to reach my destination.

Thank you everyone.

KASHAN RAUF

ABSTRACT

The Role of Adverbs in Language functions as a flexible language element which modifies both verbs and adjectives and various other adverbs in a language. They supply vital information to explain the exact method of performing a given action or expressing its state.

Total Physical Response (TPR) which uses physical body actions to teach language. TPR emerged in the 1960s under the creation of James Asher which focuses on student learning by listening to the commands that activate physical motion ahead of verbal responses. This approach uses language learning methods similar to how one learns first language by allowing learners to listen to the commands prior to speak.

The goal of the research is to see the impact of TPR while teaching adverbs in fifth grade students of The Educator Khayaban-e-Sir Syed, Rawalpindi. The study's goal is to monitor the students' development in adverbial abilities following TPR therapy and determine whether or not there is a substantial change. The primary level students of The Educator, Khayabaan-e-Sir Syed are taken as population. Students in the fifth grade are chosen as sample, which were already divided in two sections "A" and "B" respectively. Researcher has given the name to these sections as Red and Blue. Red is chosen as an experimental class with 31 learners and Blue as a controlled class with 28 learners. The researcher has employed tests and questionnaires to collect data. The preliminary and enhanced understanding of adverbs are assessed using exams. Meanwhile, the extent to which the TPR approach enhances and changes students' adverbial abilities is determined using pre-test and post-test. The results are made by using T-Test. The students' response are observed and analyzed by using questionnaires solved by them. The research's results are analyzed using a variety of statistical techniques. According to the study's findings, the TPR approach has the ability to increase grammatical understanding, particularly for adverbs. The main score of the experimental class (10.96-26.7) is greater than the main score of the control class (10.10-12.46) indicating the effectiveness of TPR. Consequently, null hypothesis (No) has been disproved and the alternative hypothesis (Ha) is approved. Even the results of the pre-test and post-test demonstrate and validate the claim that the

TPR approach improves students' adverb understanding, particularly in the fifth grade at The Educator Khayaban-e-Sir Syed.

This study targets the effective teaching of English Adverbs at primary level through TPR. It also serves as a significant study in examining the response of the learners and a future reference for the researchers. Teachers will utilize this technique to supplement their teaching methods ensuring that they have a number of approaches to tackling English adverb teaching issues in the classroom.

CHAPTER 1

INTRODUCTION

1.1 Background Study

Currently, English is a worldwide language that facilitates information interchange with individuals from diverse cultures and languages. English as an international language is becoming increasingly important in daily life across the world. The reason for this is that an increasing number of people who acquire English as a second language value it. As a result, in many countries, children are taught English as a second language (ESL) from the young age. Teachers have a problem while teaching English to learners since it needs more preparation in order to be successful. It is also difficult since teachers must be knowledgeable about successful methods to teach learners, such as using suitable tricks and incentives, engaging students' interests, and encouraging/assisting them to pay attention to the learning process in the classroom (Ummah, 2017). Good instructors are those who can teach and elicit favorable responses in their students. The primary factors of English learning are the teacher and the learners (Maulina et al., 2022). The learners' lack of basic English knowledge surely limits their capacity in learning.

The instruction of English grammar together with adverbs proves to be an educational challenge for young learners. Memorization-based traditional methods show limited success because they fail to actively engage students. Through Total Physical Response (TPR), educators adjust their approach by engaging body movement to enhance student education. The research investigates how TPR methodology affects the education of primary school students learning adverbs specifically at Rawalpindi. The approach of Total Physical Response (TPR) contains the main elements of this research. Total Physical Response emerged as a language teaching

framework when Dr. James Asher developed it during the 1960s. Children acquire language better through associating words with body movements according to this method. During lessons about the adverb "quickly" students engage in fast running activities and walking moves at a slow pace to learn the meaning of "slowly." Students learn words better through repetitive movement activities based on this method.

Choosing a learning style or approach that is tailored to the needs of your learners is quite beneficial while teaching English. Teachers should use engaging strategies in the classroom to help learners absorb what they are studying more effectively and quickly. One technique that could be used to instruct young students is total physical response (TPR).

The learners have always struggled with adverbs. They constantly have difficulty in understanding it because of its connectivity with the verb, adjective, and adverb itself. Teaching grammar to students utilizing the Total Physical Response (TPR) technique is very beneficial since they like to respond physically. This method is ideal for enhancing learners' bodily responses during the learning process. Learners not only like reacting to and acting out new situations but they also want to learn more about language by performing the action in response to the provided order.

The TPR approach was established by listening, presenting new language through visuals and context, and incorporating physical exercise and movement. According to Asher, Dwiastuty, Doni, and Tri (2016), children learn their first language by listening before speaking. Listening activity was accompanied by bodily responses such as perceive, seize, move, and glance around. Total bodily response theory is one of the most often utilized methods for teaching language acquisition. It is mostly utilized for the basic learner since they have little verbal abilities and must rely on their listening skills and physical responses. TPR is based on the principle that "action

speaks louder than words." Dr. James J. Asher is credited with introducing this hypothesis to the globe. Initially, it was used as a language teaching method with a focus on physical movement to help students understand everything linked to language. Grammar has always been important and required for any student. The purpose of this study is to explore the teaching of adverbs using TPR. Most learners conflate adverbs with adjectives which is not the case. However, an adverb can modify a verb, an adjective, and another adverb. This study looks at the feasibility of teaching adverbs using TPR and how successful this approach is for learning.

TPR is a language education approach based on the synchronization of voice and action; it aims to teach language via physical (motor) activity. According to Setiyadi (2006), TPR allows language learners to learn the target language in the same way as children learn their home tongue. In a TPR-taught lesson, a language instructor begins by modelling behaviors, which students watch and replicate. Students follow basic orders and directions before passing them on to their classmates. Gradually, the students take control of the class and select who gets to deliver directions. TPR is a useful strategy for learning foreign languages in the classroom. According to (Holleni, 2012), using the TPR approach in the classroom to learn foreign languages is one of the most successful strategies to teach foreign languages to students who struggle to retain information rapidly. This approach is not just beneficial in the classroom but it also includes strategies that are recognized to be simple to use in the classroom such as those in which learners do not need to provide vocal replies and instead must simply follow the instructions given or shown by a teacher. Children and instructors will then participate actively, unwind, and enjoy the course of instruction. For students who lack motivation or incentive to study. This approach is perfect as it emphasizes their development rather than their learning. Mariyam and Musfiroh (2019) discovered that a lack

of adequate strategies for young children has hampered vocabulary development in English language learning.

To summarize research has shown that using effective teaching techniques and methods such as the TPR method with young language learners can improve the development of listening abilities and sub-skills. Furthermore, the employment of numerous methods and approaches paired with the TPR method such as songs, urgent exercises, actual objects, listen-and-do activities gradually increased students' attention and focus through oral inputs received throughout class. Similarly, these investigations showed that the technique lowered students' tension and anxiety during listening exercises.

Pakistani teachers face difficulties in teaching English grammar concepts particularly when instructing adverbs to young students. Most primary school students become unengaged when traditional teaching relies on rote memorization techniques and textbook tasks. TPR serves as a primary investigation method to evaluate adverb instruction in primary schools of Rawalpindi. Research led by Aziz and Kashif (2019) demonstrated that primary school students from Pakistani school's experience difficulties using adverbs correctly in their sentences to the extent of 65%. In Pakistani classrooms that use grammar-translation traditional approaches learners need to do written work instead of practical tasks which makes abstract adverb concepts difficult for concrete thinking students to understand (Hussain, 2020). TPR emerged during the 1960s through the work of James Asher who believed that first language acquisition principles need integration with physical movement and verbal input (Asher, 2009). This method has demonstrated special effectiveness when teaching action vocabulary as well as grammar concepts. The research conducted by Richards and Rodgers (2014) revealed that TPR increases parts of speech retention by 40% more effectively than standard methods for teaching children. Learning grammatical

abstractions requires concrete examples known as actions to provide learners with a grasp of abstract rules. Students experience lower anxiety because physical activities serve as an alternative to verbal communication (Celik ,2017). In Pakistani educational context the urban school system specifically Rawalpindi demonstrates growing acceptance of modern educational teaching practices within private academic institutions. (Khan, 2021) shows that TPR as well as other interactive grammar teaching practices are employed routinely in only 22% of Rawalpindi's primary school sector. Teacher-centered instruction dominates classroom practice in Pakistan because students receive minimal opportunities to engage actively in the learning process (Ahmed, 2022). The following circumstances play roles in maintaining this situation:

- Classroom settings in Pakistan include average student collectives between 35 to 40 students.
- Limited teacher training in modern methodologies.
- The obligation to fulfill lengthy educational requirements acts as one major hindrance. The traditional teaching methods preferred by many parents influence how they expect their children should be educated.

Teachers in Pakistan instruct English as a supplementary language to students who face difficulties in understanding grammar. Private institutions throughout Rawalpindi are adopting TPR teaching methods to accomplish better English language instruction. (Khan, 2021) performed an examination in Lahore which revealed students using TPR achieved better grammar retention with 30% improvement than normal teaching approaches. A study conducted by (Ahmed, 2022) at private educational institutions across Islamabad demonstrated that the TPR approach elevated the comprehension of grammar together with maintaining student fascination.

1.2 Statement of the Problem

The acquisition of adverbs is an important aspect of developing grammatical and communicative competence in language learners. However, primary-level students often encounter difficulties in comprehending and utilizing adverbs correctly in sentence structures. Traditional pedagogical approaches, which usually rely on rote memorization and limited contextual practice in Pakistani settings have been found to be insufficient in engaging young learners and fostering a deeper understanding of adverbs. The longstanding challenges associated with teaching and learning English adverbs require an exploration of innovative and effective instructional methods.. Therefore, there is a need to investigate whether the TPR method can provide a more interactive and meaningful way to teach English adverbs to primary students.

1.3 Research Objectives

1. To examine if the TPR improves the ability of students to learn adverbs at primary level.
2. To determine the students' response in learning the adverbs through TPR.

1.4 Research Questions

1. How does the Total Physical Response (TPR) improve the ability of primary level students to understand adverbs?
2. How do the students show improvement in understanding of adverbs after being taught through TPR?

1.5 Hypothesis

Null hypothesis (Ho) and alternative hypothesis (Ha) are being used in the study.

1. Total Physical Response has a notable impact on students' performance at The Educator Khayaban-e-Sir Syed.

2. Total Physical Response has no appreciable influence on students' performance at The Educator Khayaban-e-Sir Syed.

1.6 Significance of the study

The study's findings are expected to have a variety of implications. In the first place, this study expands the theory of teaching English using Total Physical Response (TPR) for other researchers, and it will serve as a reference for future research. Furthermore, the Total Physical Response approach will help the students to learn English Adverbs quickly and easily. This strategy will also encourage kids to acquire English adverbs since they learn through practice. Additionally, this will provide English instructors with a practical technique for teaching adverbs as well as information regarding the success of the TPR method in the learning-teaching process. Teachers will utilize this technique to supplement their teaching methods, ensuring that they have a number of approaches to tackling English adverb teaching issues in the classroom. Besides all this, the researcher hopes to assist the institution in resolving certain issues and implementing various adverb-based teaching practices. As a result, high-quality education may be provided.

1.8 Delimitations

1. This study is delimited to the 5th grade students of private schools of “The Educator Khayaban-e-Sir Syed”, Rawalpindi.

1.9 Chapter Overview

Teaching adverbs through Total Physical Response (TPR) may be quite beneficial, particularly at the elementary level, when learners benefit from participatory and kinesthetic

learning approaches. TPR entails linking actions or physical motions with the meaning of adverbs which aids comprehension through practical learning. TPR aggressively engages learners by incorporating physical activity into the learning process. This active engagement helps students to retain information by connecting physical actions to verbal meanings. Using this strategy, instructors may construct circumstances in which adverbs readily fit into actions or events, making the learning experience more relevant and memorable for young students. TPR caters to a variety of learning types, especially kinesthetic learners who learn best through movement and tactile experiences. It also helps visual and auditory learners understand and follow instructions. TPR teaches students to develop language in context by mimicking activities and using suitable adverbs throughout the exercise. This exercise reinforces accurate language and boosts confidence while speaking. TPR activities are often pleasurable for students, making learning more entertaining and raising desire to actively engage in language sessions. Overall, TPR may be quite successful for teaching adverbs at the primary level because of its participatory character, capacity to generate memorable learning experiences, and support for a variety of learning styles.

CHAPTER 2

LITERATURE REVIEW

Important theories to this research are covered in this chapter. However, this chapter will also discuss about some academic issues, such as what TPR is, how to use it, its pros and cons, what young learners are, what characteristics they have, and how to teach English to young learners.

2.1 Concept of Total Physical Response

Dr. James J. Asher created Total Physical Response, a technique for language training, in the 1960s and 70s. According to Roda'I, (2022), this technique employs a complete approach from a young age since it includes the synchronization of voice and movement. This technique is based on the premise that each human brain includes a natural program whose objective is to allow the person to learn a new language, similar to how toddlers learn their mother tongue (Gulsanam and Farangiz, 2021). Furthermore, communication between parents and children serves as a visual depiction of this strategy since it mixes verbal and physical features through bodily actions. Furthermore, while teaching English using the TPR, the teacher divides the lesson into two phases: modelling by the instructor and demonstration by the student (Gusmuliana, 2018). J.A. James created and developed the TPR approach for teaching language at San José State University. James sees first and second language learning as concurrent processes. As a result, the TPR technique for L2 teaching is built on the process of L1 learning (James 1996). The TPR approach gained popularity in the 1970s and has received a significant attention from language researchers. However, it is not endorsed by mainstream educators (Richard & Rodgers 2014:72). The TPR approach is designed to teach learners' oral competency and conversational fluency in a second language. It emphasizes the voices, movements, and gestures of students and instructors

instead of text or media. The most essential guideline is to utilize just the target language for all instructions (Molina & Balla 2007).

Effectiveness of TPR in Language Learning

Various researches have proven that Total Physical Response proves effective as an instruction method for teaching vocabulary and grammar to students' learning at a young age. Some key benefits include:

TPR is highly effective in developing listening comprehension skills. Learners remember vocabulary and sentence structures better when actions are involved (Asher, J. J., 1969). Because it does not initially require speaking, TPR lowers the affective filter, making learners feel relaxed and confident, (Krashen, S. D., 1982). Children and beginners benefit the most from TPR, as they respond better to movement-based learning, (Larsen-Freeman, D., 2000). TPR accelerates vocabulary learning through direct association with physical actions (Cook, V. 2001).

As per (Asher's, 2009), TPR instruction resulted in better vocabulary learning outcomes than conventional teaching methods provided to students. Young learners develop better listening and comprehension abilities through the application of Total Physical Response according to (Larsen-Freeman, 2011). The method enables students to see and feel what the words represent. The approach promotes student involvement over static reception of information. Students learn adverbs more efficiently using TPR methods as per (Richards & Rodgers, 2014). The research conducted by (Celik, 2017) discovered that students mastering adverbs through Total Physical Response demonstrated improved sentence usage compared to students learning from books alone.

2.2 The Principles of Total Physical Response

The essential ideas of TPR are based on learning theory, brain research, and developmental psychology (Richard and Rogers, 2006). Whereas, Asher claims that learning a foreign language is interchangeable with first language acquisition where acquiring the native language or mother tongue, comprehension comes first, followed by physical responses to commands then speaking and verbal responses. Comprehension is an important factor in learning, movement and suggestive gestures should be blended with listening comprehension in order to improve memorization over time. Because the brain enables information to be processed quicker when it is accompanied by gestures or movement. Initially, Asher suggests three fundamental elements for the system that would validate his assumptions about language learning: Asher proposes three main principles for the method at first that would verify his beliefs towards language learning:

- Priorities understanding above output.
- Follows the here and now philosophy.
- Improves comprehension by listening to and following demanded directions.

The core principle of TPR involves training students to understand before they speak. The teaching technique requires students to pay attention to language while completing physical actions that aid them in understanding words and phrases before they use spoken communication. The technique of TPR integrates physical movement with speech learning to associate verbal statements with physical gestures which helps students improve their vocabulary and grammar abilities through physical education methods. The multiple sensory learning techniques boost student memory and student attention and involvement. Through TPR students learn using techniques that match early native language acquisition processes since babies develop understanding from physical motions prior to speaking. This teaching method offers students a

stress-free way to learn by decreasing their need to speak right away thus providing a free learning experience.

Some others principles include:

2.2.1 Comprehension before production: When students are not asked to be productive until they are ready and they are allowed to only observe and take in the target language and impute it through listening and comprehending it as well as by watching the teacher physically expressing and modelling commands. The learner who is in a silent period can put action into place.

2.2.2 Stimulating memory with psychomotor associations: language provided by a teacher in imperative form accompanied by body gestures and physical movement in order to recreate how children learn their native language. For beginners, instruction given while learning a language should be directed to the brain's right side as the right side is responsible for nonverbal communication.

2.2.3 Listening ought to be developed before speaking: If listening comprehension is established, speech will come easily and readily.

2.2.4. Unassuming self-correction in early stage: Allowing learners to speak freely without expectation or demanding self-correction is critical to reducing learners' anxiety about making mistakes and once the learners' confidence has grown, it is acceptable to adjust their strategy and aim to approximate native speakers. Focusing on a correction-free start process will benefit learners in the long run, while a mistake-free output which is almost unachievable would jeopardize their development and may even lead to learners giving up (Asher, 2009).

2.2.5 Inductive teaching of grammar: in which the target language is introduced gradually and the emphasis is on meaning rather than form.

2.3 Theories of TPR Method

The TPR teaching style was established in the late 1960s. It has a strong reputation and a significant influence on foreign language instruction. This study examines two theoretical underpinnings of the TPR teaching approach.

2.3.1. Linguistic Theories Asher proposed that comprehension is the most essential ability before speaking based on his observations of several foreign language instruction projects. (Asher, 1993, page 98). In fact, as early as 1940, Arnold and Thompson, two child psychologists discovered that youngsters could grasp parts of the adults' complicated speech before they learnt to speak. "Once they have internalized the complexity of the language, they have acquired a well-spoken language, and the" physiological "mechanism of this acquisition will not disappear, and they will take the initiative to speak out a large number of languages" (Yu Zhenyou, 1992, page 25). Chomsky and other linguists first proposed Universal Grammar Theory in the 1980s. According to this hypothesis, learners can grasp what they hear even when the input language resources are restricted and inconsistent with the grammar. So, in the TPR classroom, the instructor will not ask the students to repeat what the teacher has said nor would he demand the learners to speak quickly. Even, if the child makes an attempt to talk, the instructor will strive to delay the moment they begin to speak. (Wang Li, 2008, page 33). The reason for this is that the TPR teaching approach proposes that hearing and understanding come before speaking. If children do not grasp what they have heard, they will be unable to make verbal output.

2.3.2. Psychological Theories: The TPR teaching method adopts a psychological perspective specifically focusing on the concept of "Memory Trace." The concept of "Memory Trace" posits that a higher frequency and intensity of contact enhances the strength of memory connections facilitating easier recall (DeCecco, J. D. (1968). p. 66). The intricate guidelines of the TPR teaching

method are founded on straightforward instructions. The TPR teaching method recognized as the “Listen-act Model,” primarily incorporates a significant amount of body movements. This approach effectively conveys a clear understanding of the instructions. It has the potential to enhance memory retention rates. The TPR teaching method incorporates elements of humanistic psychology in examining effective factors in education. Effective emotional communication between educators and learners is thought to alleviate students' psychological stress and foster a positive learning environment. A student should not be compelled to speak unless he is adequately prepared. Even when a student has made errors in their speech, the instructor should adopt a patient approach towards them. Students will typically have the opportunity to express themselves through actions when their sense of anxiety is alleviated. Overcoming shyness in speaking English coupled with a positive mindset significantly enhances learning efficiency.

2.4 Strategies of TPR

2.4.1 Imperative drills:

The prevalent activities associated with TPR include the use of teacher-led imperative drills or commands, prompting students to respond physically and showcase their comprehension. Additionally, the educator designs various activities utilizing these imperative drills while also introducing lesson vocabulary through the manipulation of tangible objects or engaging in physical movements (Nuraeni, 2019).

- a) Moving whole body or parts of body:** sit down, jump, run, and touch your nose etc.
- b) Commands to move things (manipulative):** lift the book from the table, turn the chair around.

- c) **Moving abstractions/pictures:** Draw the identical animal image, then insert the teacher's drawing into the school picture.
- d) **Action sequence (series of commands or operations):** It should be built on many distinct orders of regular daily activities include doing homework, cleaning the board, eating dinner, and outside play.
- e) **2.4.2 Realia in teaching with TPR**

(Bawa and Iman, 2020) define "realia" (real stuff) as objects that are naturally fascinating and significant to the learning and teaching process. Furthermore, realia are real and physical things utilized in the classroom to help students make connections with the new terminology taught by the instructor as well as to encourage them to react and develop their own knowledge.

2.4.3 Slide presentation: can provide a visual approximation. The instructor narrative should be followed by directives or questions to ensure comprehension.

2.4.4 Compiling language experience stories: It might be group work in which students are required to describe a shared experience, repeat the tale, and respond to it if feasible.

2.5 Advantages and disadvantages of total physical response

2.5.1 Advantages of TPR

- i. It is an effective method for teaching young learners.
- ii. It combines left and right brained learning.
- iii. In TPR, the size of the class is irrelevant as long as the instructor is prepared to lead and the learners are willing to follow.
- iv. Kinesthetic learners learn best through physical action.

2.5.2 Disadvantages of TPR

- i. It should be used in conjunction with other ways since it may not be comprehensive enough.
- ii. This strategy does not allow students to express their emotions, beliefs, and thoughts. As a result, it is not a creative teaching style.
- iii. It is prone to misuse.
- iv. Large classes may be challenging for professors to dominate using TPR, necessitating the adoption of other approaches to manage bigger numbers of learners.
- v. Using TPR may lead to student disciplinary issues.

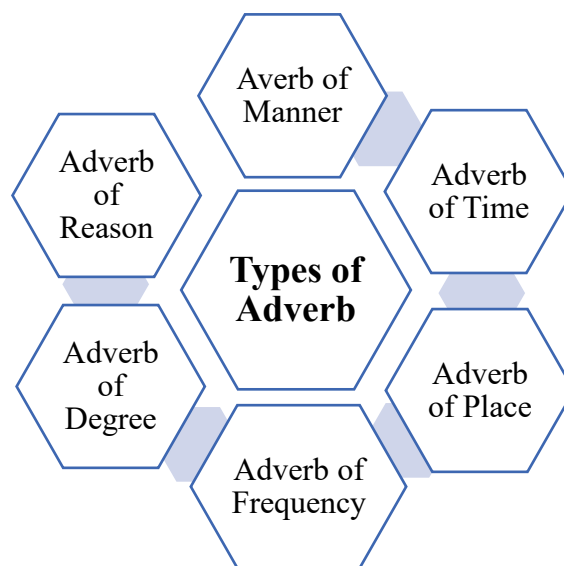
2.6 Concept of adverb

Adverbs are words that modify verbs, adjectives, or other adverbs by adding details regarding how, when, where, why, or to what degree an action is carried out. Adverbs are classified into numerous categories each with a distinct purpose.

Focusing on language acquisition requires students to learn both vocabulary and grammar elements and their proper interaction within authentic real-life language usage. Adverbs usually fade into the background during traditional language teaching programs although, they exist among several basic linguistic categories. Adverbs serve to modify both verbs and adjectives and additional adverbs by providing specific details about timing and degree of verbalization. Language communication depends heavily on adverbs which improve sentence meaning through advanced articulation. Language learners benefit from Total Physical Response (TPR) which uses physical body actions to teach language while learning it. TPR emerged in the 1960s under the creation of James Asher which focuses on student learning by listening to commands that activate physical motion ahead of verbal responses. The approach uses language learning methods similar

to how one learns its first language by allowing learners to listen to commands first before trying to speak. The utilization of TPR benefits from the capacity of adverbs to show their meanings because learners can understand them better through physical activity. The physical enactment of lessons allows learners to understand different adverbial concepts including velocity volumes and spatial positioning and ways of performing activities. This study emphasizes the effective use of TPR in teaching adverbs through an analysis of theoretical TPR principles and practical classroom applications.

Adverbs supply vital information to explain the exact method of performing a given action or expressing its state. Advertisements make language detailed by describing actions (running quickly), attributes (being very tall) and secondary ads (moving quite slowly). Speakers who include adverbs deliver precise information regarding actions which results in more effective communication.



Types of Adverbs

1. Adverbs of Manner function as describers of action performance which include terms like quickly and slowly in addition to well.
2. The group includes adverbs which show the timing of an action across different points (yesterday, soon, always).
3. The adverbial expression "here" describes location in this instance while other adverbs use "there" and "everywhere."
4. Adverbs of Frequency explain the frequency of actions in the following ways: always, never, and rarely.
5. Adverbs of Degree: These describe the intensity or extent of an action or quality (e.g., very, quiet, extremely).

Importance of Adverbs: A speaker expands the depth of its messages using adverbs to describe events in specific ways and communicate states with accuracy. Language learning success depends heavily on adverbs since they allow students to explain themselves more concisely. Distinguishing adverb meanings within context requires sufficient exposure and practice for learners because these words in their natural setting often represent subtle meaning variations.

Total Physical Response (TPR) stands as an educational language approach which links physical body motions to language education through consistent reinforcement of language acquisition. This method depends on the assumption that language acquisition improves through intellectual activities together with actual body movements. Within the TPR teaching structure, the instructor delivers target language instructions which students reply with movement-based responses.

Different reasons show how TPR becomes an effective method to include adverbs in instruction. Students grasp adverbial nuances better when physical movements combine with adverbial meanings because they can learn through visualization and internalization. Teaching adverbs of manner through physical actions becomes possible when teachers perform contrasting movements, they want their students to imitate. A concrete manifestation of conceptual ideas increases the way students understand and remember material. To teach adverbs of manner effectively, a teacher should issue instructions which require specific student action performance. Students perform exercises based on verbal instructions like “Walk slowly” and “Jump high” which the teacher provides. Through this hands-on exercise, learners strengthen their comprehension of adverb meanings because they both listen and physically perform the explained actions. The student must perform running at rapid speed followed by running at gradual speed as one assignment. Performing these stage actions enables learners to understand better the relationship between words and real-world activities until the adverbs become more significant.

The Instruction of Adverbs about Time and Place and their Frequencies along with Degree of Measurement through TPR teaching technique incorporates physical scenarios which aid students to demonstrate adverbs of time and place and frequency or degree. For example: The instructions contrast between providing direct commands for students to stand up now or instructing them to stand up at a later time. To illustrate time concepts, students should move to various points inside the classroom space. Physical motion through the classroom space demonstrates movement direction of people or objects through spatial locations. The demonstration of frequency operates through physical repetition or lack of rhythmic movement. Students understand degree variations through the method of performing tasks at different speeds. Physical movement in the classroom directly aligns adverb concepts to concrete behavioral actions.

Students gain advanced adverb knowledge when they apply these terms in various contextual examples.

Effectiveness of TPR in Teaching Adverbs:

The following elements make TPR successful for teaching adverbs.

In Enhanced Engagement and Motivation Through TPR, learners participate actively which proves to be a highly effective motivational factor for their learning success. The students obtain better information retention along with stronger educational connection when they physically participate with the language material. Parameters in physical movement create a steady flow of changes that enhances student participation during learning. **In Improved Retention Research** indicates that physical learning methods like TPR develops better memory storage capabilities. Physical movement to represent language concepts helps students store the language concepts more efficiently in their memory. Students benefit from this method for handling adverbs by connecting adverbs to physical motions during the lesson. While in **Low Anxiety and Confidence Building Through TPR instruction**, students gain better understanding rather than production focus which minimizes their propensity to stress about speaking and mistakes. **The reduced anxiety level** supports students to actively engage in language learning by taking learning risks. **The progressive approach** helps learners build their self-confidence. Relevance to Real-Life Communication Real-world practices that focus on TPR make the acquired language skills perfectly applicable to daily communication. Students benefit when they use TPR exercises to train adverbs because these language elements directly correspond to how people execute actions during their normal activities.

2.7 Researches that support the Total Physical Response method

In today's education system which focuses on communication, the main objective is language application both within the classroom environment and outside it to enhance students' ability for speaking in foreign languages. Several teaching approaches have combined into an eclectic educational structure because of these reasons. Learning environments that align with real-life situations start developing within the classroom space. The main goal is to learn the language using the best active teaching methodology (Aykaç, 2015). The most crucial aspect of learning a new language is focus on vocabulary development. Students can develop active language learning by receiving adequate language word exposure and attaining understanding through word organization. Language expression requires an adequate vocabulary as vocabulary stands for the foundation of communication. One must develop appropriate language vocabulary at the outset of his language education to understand and effectively utilize linguistic expressions. According to (Wilkins 1972, p. 111), achieving anything requires grammar but words alone make all the difference. Language acquisition builds mainly on vocabulary acquisition which functions as its primary basis. Experimental research by (Yadav, 2010) evaluated Total Physical Response effectiveness for vocabulary instruction finding it superior to conventional methods of teaching vocabulary. Students in the experimental group achieved better scores than the students in the control group during the post-test assessment. Total physical response demonstrated superior effects on student performance in their listening in addition to their speaking abilities. The students maintained high motivation because they observed while listening and executed actions during the lesson. Students demonstrated great satisfaction when shifting their bodies to move from bench seats while performing tasks. The participants noticed that their brains automatically repeated verbalization using different word patterns during the process.

The research by (Patrick et al.,2008) examined how Total Physical Response through Storytelling and Traditional Teaching practices affected students in their selected high school in Northeast Tennessee. Research data showed that Total Physical Response demonstrated superior outcomes compared to conventional methods for student achievement. Valuable findings indicate a statistical difference exists between TPR storytelling approaches compared to traditional teaching approaches regarding vocabulary learning. Students whose instruction included Total Physical Response achieved better results than students who received traditional method instruction. The method demonstrates its most effective use when teaching beginner learners and students at a young age (Göçen, 2020). The teaching method should particularly serve students aged 7-11 because students perform better through visual and physical learning processes according to (Gürsoy, 2014). New learners should respond to verbal instructions through their bodies. Students who learn actively through physical intelligence demonstrate better academic achievements. The two active brain functions operate simultaneously through this method. The classroom environment lacks sufficient resources for learning activities. A competent teacher who displays effective body language represents the main factors in successful communication. Education of foreign languages to students of young age group contrasts significantly with educating adults since this specialized approach requires both movement-based learning and physical student participation (Shin, 2006). According to (Shin, 2006) learner enjoyment during learning directly enhances their ability to retain new language knowledge. Research by (Masoud Hashemi, 2011) revealed that “Children’s understanding emerges from their hands, eyes, ears and physical environments maintain supreme authority in learning.” The “Total Physical Response” method advocates that learning language should incorporate physical movements as explained by (Asher, 2002). Through this approach teachers can implement multiple educational

techniques which include drawing, music, games, role-playing, storytelling, competition and so on. Because children recall information better when it is connected to enjoyable games, interesting pictures, songs, or strange situations. The Total Physical Response method proves effective for language learning because it improves vocabulary retention in addition to student participation rates. The research by (Sarmiento, 2004) and (Hall, 2008) proved that TPR worked successfully to improve vocabulary retention alongside grammar structure knowledge acquisition among students. Total Physical Response application in initial language education leads to learning benefits because the system provides multi-sensory instruction which produces enduring understanding for students. (Smith and Johnson, 2015) discovered that Total Physical Response both boosts student vocabulary learning and enables their understanding of grammatical rules such as adverbs. Students can comprehend difficult concepts better through physical responses so TPR provides excellent benefits when instructing adverbs for early education. The use of TPR in primary language education has been studied by several researchers through various investigations. The research conducted by (Karabinar, 2014) validates TPR as successful in instructing young students English vocabulary and resulted in better word memory retention and use capabilities. (Birjandi and Nargesh, 2013) observed in their research that Total Physical Response improved grammatical competence through better sentence organization and verb skill acquisition. Research about how **Teaching Proficiently with Relevant Objects** affects the instruction of adverbs specifically in a Pakistan private educational environment. The use of TPR will help students develop comfort when learning language. The method helps students learn because it transforms teaching into a relaxed atmosphere through physical training approaches. The students maintain high satisfaction during their educational activities because they lack performance anxiety. Based on the previous arguments (Brown, 2001) shows that TPR classrooms presented students with

considerable opportunities to listen and act. The instructional plan delays reading and writing until after students complete listening and speaking lessons. According to the described definitions, TPR functions as an instructional approach through which students actively listen and respond to brief physical instructions. The approach provides students with entertaining ways to learn English through verbal instruction and physical behavior.

English also plays a vital role as a foreign language since many learners need it to engage with a wide range of individuals in a variety of situations. As a result, everyone in the world respects and learns English. For over three decades, the Total Physical Response (TPR) as a language learning approach has been used to teach English courses, particularly English as a foreign language (henceforth EFL) at the elementary, junior, and adult levels (Kunihira & Asher, 1965). TPR has been extensively employed in certain nations throughout the globe, including America, China, Japan, and Russia (Furuhata, 1999; Shi, 2018). In various earlier research, TPR was recognized as a learning strategy that attempted to accelerate children's capacity to acquire language (Gulsanam & Farangiz, 2021; Kuo et al., 2014; Mariyam & Musfiroh, 2019; Sakka et al., 2018).

(To'layeva et al., 2022) defined TPR as a technique of teaching language based on the synchronization of speech and action, or, in other words, teaching language via activity. One of the primary reasons for developing the TPR approach was to lessen the stress associated with learning foreign languages. One of the key ways, it is achieved by allowing students to talk when they are ready. Forcing them to talk against their will just cause worry. Moreover, when students start to converse, perfection should not be expected. According to (Duan, 2021), the TPR approach also known as "complete repercussion", peaked in the 1960s, when J. Asher proposed it. During this investigation, Asher proposed a hypothesis based on Thompson and Gesell's 1930s approach

which sought to understand how toddlers learn their first language. Thus, a theory evolved in which the thought prevailed that there is a physiological process in the human brain that allows toddlers to learn language via bodily gestures as opposed to adults. As a consequence, Asher began developing 40 treatments in 1969 and based on his findings, he concluded that TPR activities always provide rapid and successful effects in the independent learning as per the duration or volume of the developing activity (Asher, 1969). (Kimfasirah, 2011) defined Total Physical Response as a technique in which the instructor issues orders and the learners respond physically. When learning a new language, children often associate bodily responses with spoken words. Acting out the words learnt can help youngsters' memorize them easily. These sorts of studies will provide learners with an amazing experience. As a result, individuals will have an easier time remembering the words. Children will find it easier to learn a language. Given that it combines physical activity, it could create a low-anxiety setting that helps learning. Since they are not under pressure, even learners would be joyful while they are at school. TPR does not require class or preparation. In this situation, the number of students you have is irrelevant; the children will follow as long as you can be proactive and decide what you want to achieve. This approach so performs rather well with young learners and teenagers.

The assessment investigated "The effectiveness of total physical response (TPR) on teaching English to young learners". The observation's findings indicate that Total Physical Response (TPR) achieves effectiveness when combined with game instruction together with role-playing activities, storytelling and pair-work that include physical movement (Duan, 2021; Rambe, 2019). The obstacles in the implementation of TPR include these primary areas: students' restricted English proficiency, traditional teaching methods limitations, training barriers, insufficient natural language interactions and assessment through testing practices. The identified barriers match

findings that researchers have already documented in their previous studies. This investigation fails to prioritize children's communication abilities because it concentrates primarily on their motor skills development. Xie examines TPR implementation processes and outcomes with focus on results but scientific work by the researcher lacks direct implementation activities and emphasizes development of TPR methods through communicative approaches as an optimization technique for elementary school English communication skills (TPRCA method) based on Indonesian cultural integration (Suryana et al., 2021; Zulfa et al., 2023). The second investigation that looks at the TPR method is named “Analisis Kebutuhan Bahan Ajar Bahasa Inggris Dengan Metode Total Physical Response (TPR) Berbasis Pendidikan Karakter Di Sekolah Dasar”. The findings demonstrate that teachers together with their students require instructional materials utilizing character education-based Total Physical Response (TPR) for English local content in elementary educational setups. The desired teaching resources must have images and simple vocabulary and bilingual content to support learning success. Students and teachers hold the same desired attitudinal values of self-confidence and responsibility alongside creativity and hard work (Antika & Syari, 2022; Fauzia, 2016). The research analysis stopped at curriculum interpretation and student learning method requirement analysis for elementary school classrooms. The study has not progressed to method development phase. This research study focuses on need analysis so it lacks elements of new methodology initiation unlike the author's research that has reached the proposed method development stage.

In 2010, Asher published a new remark regarding TPR referring to it as the comprehension-first principle of language learning and emphasizing that the term "method" be avoided. The word technique suggests that language training follows formulae and is a science. "Teaching is an art -- the highest art form, not a science" (Asher, 2010, p. 2). Science may give teachers with vital tools,

but it is up to each teacher to decide how to utilize them. TPR should not be the sole instrument for teaching. Secondary tools may include role reversals, storytelling sessions, skits, games, and other tactics. In the same letter, Asher offers his nine rules for 21st century language education, in which he revisits some of his earlier discoveries and speculates about the future. Thanks to several teaching techniques developed for various kinds of learners, fluency in many languages is now reachable in this century.

When teaching English to Brazilian preteens in 2015, Stephen Mark Silvers also used TPR activities. He saw that youngsters and preteens behave excitedly and are constantly eager to engage. (Silvers, 2015) emphasizes that in order to prepare students to collaborate, instructors should never ask them to take any activity that they did not first perform themselves, and they should never ask students to do anything they do not want to do. Silvers also offered other TPR tasks for improving listening, speaking, grammar, and vocabulary skills. These exercises were designed mainly for youngsters, but with minor adjustments, they might also be utilized by teens and adults. He cited the grammar exercise "act and say" as one that was particularly engaging. "In these exercises, the students first hear a command, and then they say what they are going to do, doing, did or have done" (Silvers, 2005, pp. 232-233). This "oral-motor" approach is ideal for learning the present progressive, future with going to, simple past, and present perfect tenses. It demonstrates that TPR is not confined to certain language and the imperative form of verbs. The advantages of TPR might affect the efficiency of the approach for English instruction. (Frost, 2007) claims that learners may enjoy their educational process, therefore enhancing their mood. It helps children to learn English in an efficient way free from their participation. It was much of pleasure. It enhances mood and quickness. Since this approach calls for an active class to be effective, it could prevent students

from becoming bored and help to reduce stress. Kinesthetic learners actively participate in the class.

2.8 The Relationship Between Teachers and Students in Teaching Adverbs Through TPR

James Asher developed Total Physical Response (TPR) as a method to use body movements with spoken words in order to establish interactive language learning spaces. Teachers who deploy TPR to teach adverbs create an environment that supports student-teacher relationships which are active and teamwork-driven and foster encouragement. The teaching method demonstrates the theory of (Krashen, 1982) through its presentation of comprehensible input together with contextual information which advances student language capabilities. Students in TPR must carry out physical commands from their teacher which helps them retain adverb meanings through practical action. (Asher, 1977) demonstrates through his work that physical activity helps students remember information better especially when learning adverbs. Students should observe their teacher while following their instructions. Children should complete voice instructions progressively while building their self-assuredness and independence. (Alp, K., 2007) evaluates the assessment of scientific literature regarding Total Physical Response. The review conducted by Alp evaluates multiple TPR studies to verify that physical classroom movement helps students both comprehend and remember language contents. TPR functions best for starters as well as students under 18 years old because it provides them with a sensory language learning method that combines physical action with guidance. Tobias researched the impact of teaching methods with special focus on TPR through his TPR method study. Students achieve better results in education when educators incorporate active and multisensory teaching methods like TPR particularly when student participation remains high during instructional sessions. (Tobias, S., 1994). Research on

teaching and learning in second language classrooms is presented that use multiple sensorial channels with hearing and seeing actions improve students' language acquisition according to Chaudron. The multisensory teaching method in TPR and adverbs combines auditory cues with physical movements to help student learn the adverbial words directly. Students can deeply understand an adverb through the combination of hearing the word with directly performing it such as moving "quickly" compared to performing it "slowly." (Chaudron, C., 1988).

Harmer explains how it matters to teach students using appropriate teaching methods that suit their learning features (Harmer 2002: 43). Typical characteristics exist among eleven-year-old students who share the same age. These young learners learn right-brain activities mainly from what they observe and what they hear. Language instruction via physical activities leads the right brain to take an essential part in learning. The TPR technique activates the right brain section of the brain according to (James, 2001: 2-25). Student motivation plays a considerable role in shaping their acquisition of a second language as their second significant characteristic. Motivational retrospection stands as a concept made by Zoltán Dörnyei (Dörnyei 2003:19) which includes the praise teachers provide to students' language learning activities. Research indicates positive motivation creates in students an increased willingness to understand foreign languages (Lightbown & Spada 1999: 61). The TPR methodology produces powerful learner motivation according to the evaluation of James (2001: 2-3). The attention of students during learning sessions extends only to a specific period. The teaching lesson requires meaningful and funny contexts with humor so that learners can focus their attention according to (Marshall and Thomas, 2007:1). The tool of humor serves as a beneficial approach to help students maintain word retention (Jensen 2000: 198-199). Through the TPR method the classroom becomes more engaging by implementing humor which enhances learner concentration duration (Marshall & Thomas 2007: 7). Total

Physical Response (TPR) served as a broadly applicable teaching method for both children and adult foreign language students. The learning approach known as TPR effectively teaches foreign languages to children through hands-on instruction (Yamin, 2017). The English language method for early childhood focuses on physical activities alongside movements as its central instructional feature (Shi, 2018; Xie, 2021). A sensor-based implementation approach for foreign language teaching integrates knowledge and experience through the use of kinesthetic sensing technology. The combination of cognitive abilities helped students process information efficiently thus increasing their motivation toward learning. Successful spoken language comprehension should precede individual progress toward speaking ability. Students in TPR became ready to speak by developing language understanding skills and confidence before speaking as recommended by (Er, Intarapanich, 2013). The need for teaching materials focusing on character education became essential because they support the national education objectives including the development of good character students who create intelligent and resilient societies (Wandasari, 2017). Lack of English teaching materials employing Curriculum 2013 while oriented towards character education was prevalent in elementary school since English served as a local content subject. The development of curriculum guidelines and learning resources such as textbooks and teaching materials remains incomplete for primary school education because English serves as a local content subject (Kaltsum & Habiby, 2020; Sulistiyo et al., 2020). Significant developments need to occur in creating English teaching materials that serve both as guidelines and learning resources with compatibility for character education.

Foreign language knowledge must be learned by everyone today. Learning foreign languages unites people while developing individual personality and provides necessary skills for dealing with contemporary complexities. According to (Purwono and Asteria, 2021) a foreign

language functions as an essential life element which serves as a fundamental requirement for daily living. The process of foreign language acquisition creates dual benefits that enhance personal abilities and provides understanding of different cultures along with self-initiative mentality and adaptability and flexibility to collaborate with speakers from diverse linguistic backgrounds (Bin & Mandal, 2019; Nurul Iskandar et al., 2021). The language status of English proves why all humans require foreign language proficiency. Maximum success in English learning occurs when students begin their studies at a young age. Early introduction of English language instruction allows learners to adapt to the target language better than students who study English during their teenage years or adulthood. Since elementary school students in Indonesia began receiving English language classes this reality emerged. Despite English functioning as a local content subject in primary schools its basic language skills will serve students well when they progress to English classes in junior and senior high school where this subject becomes compulsory. The content standards outlined in Permendiknas No 22 of 2006 advocate for an Indonesian English program focused on language abilities yet it must incorporate writing and reading abilities too (Handayani & Aminatun, 2020; Susanthi, 2021). Educational role requirements force teachers to implement innovative teaching approaches inside classrooms in which students will actively participate to achieve their maximum educational potential. According to this claim, the English language acquisition process at primary schools develops from student-environment interactions including teacher contact and peer relationships focused on mastering English which will provide future opportunities for a better life. Some academics translate instructions into its English equivalence which refers to learners' interactions with both learning resources and educators within an educational context (Nurul Iskandar et al., 2021; Rohqim, 2020). The primary goal of English education in primary schools serves to provide language understanding to students at this learning

level. Pan-malaysian Association for Research and Innovation affirms five fundamental principles of teaching which include (1) planning supports student acquisition of knowledge (2) the curriculum encompasses short- and long-term objectives (3) instructional design should encompass more than habitat provision (4) system development forms an essential component of the teaching process (5) understanding learners' learning processes leads to effective education strategies (Ahmadi M., 2018; Zahedpisheh et al., 2017). The development of English language education in elementary schools needs to consider the developmental characteristics of young children. The teaching of English should remain concrete while students demonstrate measurable results through active participation rather than abstract theories. The teacher becomes a supportive role as supervisor yet effectively functions as a learning companion while students engage actively in the learning process. The teacher provides directives that learners transform into actions (Anam & Stracke, 2016; Pratiwi, 2016). The development of activity-based learning methods and communication skills for elementary school children requires absolute attention. Research teams have already developed English learning methods through motor-based approaches combined with cultural recognition in foreign languages.

CHAPTER 3

RESEARCH METHODOLOGY

The analysis in this chapter describes the method through which the learners at primary level are exposed to the TPR in learning English Adverbs. The data has been collected from one of the Educator schools in Rawalpindi. The researcher went there and distributed questionnaire applying the pre-test and post-test strategies as the part of experimental method for data collection. The intervention was conducted over a period of 8 weeks, with 3 lessons per week, making a total of 24 sessions. Researcher developed lesson plans focusing on different types of adverbs (e.g., adverbs of manner, time, place, and frequency). Each lesson followed the TPR format, including warm-up, introduction through physical actions, guided practice, and wrap-up. Students were encouraged to respond physically to teacher's commands. James Asher's Total Physical Response (1970) has been applied as the theoretical framework for data analysis.

3.1 Research design

For data collection, the experimental research method was implemented through a pre-test and post-test design in a single cohort. The students were administered the pre-test prior to the treatment, and the post-test was administered after the treatment. The pre-test was implemented to ascertain the students' initial capabilities, while the post-test was implemented to ascertain the extent of the student's improvement in adverbial proficiency subsequent to the interventions. The students were administered the remedies using the James Asher's Total Physical Response (1970) method. Furthermore, quantitative analysis of data was carried out through proper procedures to analyze the data and provide a comprehensive understanding of the research problem.

3.2 Subjects of the Research

This study's participants were fifth-grade learners at Educator Khayaban-e-Sir Syed. There were two fifth-grade sections at the school. These classes were named as “A” and “B”. Researcher designated them the names as Red and Blue. Class Red was designated as the experimental class. This class had 31 students. Class Blue was chosen as the control class with 28 learners. Twenty closed-ended questions were provided to the experimental class learners to see if the TPR approach is successful.

3.3 Population

Best and Kahn (2006) define a population as any group of persons the researcher finds interesting and has a comparable quality. It is the big group that the researcher wants to apply what they learnt from the sample to. This study included all the 5th grade students of The Educator in Rawalpindi.

3.4 Sample

A sample is a portion of the population chosen for use in research. Arikunto (2010) claims the sample fits the population. There are few objects in the sample that reflect a proportion of the population. The fifth grade of The Educator Khayaban-e-Sir Syed was the study sample. Researcher used a simple purposive sampling technique. The researcher Arikunto (2010) claims that sampling is the process of selecting a sample of respondents according to a specific objective instead of the degree of area. The sample for this research included fifth-grade children separated into two classes: Red and Blue. The experiment class was designated Red which consisted of 31 students as the sample that received the therapy. While Blue which was consisted of 28 kids served as the study's control class.

Sample of the Research

Class	Total no of Students
Experimental Class	31
Control Class	28
Total	59

3.5 Data Collection

Two types of data collection methods were used in this study:

1. Test

A test serves as an assessment instrument that utilizes standards with criteria to evaluate student performance according to Arikunto (2012, p. 66). The evaluation was conducted to assess students' progress in mastering adverbs by comparing the performance of the experimental group which was taught using the Total Physical Response (TPR) method with that of the control group taught through traditional instruction. The students' achievement scores were measured through a standardized test administered in both classrooms." The question for the pre-test and post-test were developed by the researcher. Data was gathered through both pre-test and post-test. A pre-test was given to find past knowledge and understanding of the adverbs at the beginning of the study. A final test was administered at the end of the instructional period to assess the pupils' ability to learn adverbs taught through the Total Physical Response (TPR) method. Twenty questions were designed for both the pre and post-test respectively. The subject of these questions were adverbs. The questions were divided in to 4 sections so that the comprehension of adverb of frequency, manner, time and place could be checked.

2. Questionnaire

Multiple written questions meant to gather data from the respondent make up a questionnaire. Cohen (2013) claims the main data is gathered via a questionnaire. Questionnaire was developed by the researcher itself. The questions for this study were supplied in the students' native tongue so that they may be easily grasp. The Lickert Scale was used to score the questionnaire; five items make up this scale: agree, disagree, strongly agree, strongly disagree, and neutral.

3.6 Data Analysis

When collecting data, the researcher conducted tests to determine the student's grasp of adverbs. According to Shamoo and Resnik (2003), Different analytical methods enable data-based inductive conclusions to surface alongside the detection of existing signals. The following steps are executed during data analysis procedures:

1. Test

The researcher used a test to analyses the subject's results by asking questions to measure learners' progress. This study employed two sorts of tests: pre-test and post-test. First, the researcher developed a pre-test for the learners. Prior to therapy, a pre-test was administered to assess the learners' advanced knowledge. The researcher gave students 20 multiple-choice questions for the pre-test assessment. Therapy evaluation started with an initial conference dedicated to assessing Adverb language abilities of the participants. The researcher directed students to collect pre-test response documents. The researcher brought students to their second session after they finished the pre-test evaluation and obtained the results by delivering therapy through the TPR approach in their classroom. Before starting the word "loudly" or the sentence "Think for a while quietly" the researcher led students to form a circle then showed the correct

pronunciation and actions. Students received multiple repetitions of the instructions from the researcher while being asked to state the term when performing the activity. The last exam was post-test. Close observation must occur to detect improvements in learner comprehension related to Adverbs. The researcher gave a post-test to learners after finishing their TPR instruction. The question would vary from the pre-test. During this session, students were asked 20 questions on Adverbs. They identified the adverbs and their response papers were used to collect post-test data. The researcher used statistical analysis to examine the pre- and post-test data.

2. Questionnaire

The experimental class students were asked 10 questions on the usage of the Total Physical Response approach to teach adverbs. A closed questioner was utilized here. Statistics were used to do data analysis, tabulations, and statistical formulations. Finally, conclusions were reached and practical advice was provided.

3.7 Pilot Testing

Piloting is important because it helps in revealing any deficiencies that may be in a questionnaire (Mugenda and Mugenda, 1999) so as to address them on time. Pilot study assures the validity and reliability of the instrument used in a study for data collection. Ten students' The Educator Khayaban-e-Sir Syed selected for pilot testing of the instruments.

3.8 Validity of Instruments

Validity refers to the degree to which the sample of the test represents the content that the test is designed to measure (Orodho, 2009). In order to maintain consistency and relevance to the problem, questionnaire items were formulated around aspects of the problem. The instruments were first validated. This was done by giving it to experts in order to confirm that the items solicited the required information and were based on their recommendation. Necessary corrections were made to improve the validity of the instruments.

The content validity of the instrument was done by the experts, based on their recommendation necessary corrections were added accordingly. This was done in consideration of the face validity check by ascertaining whether at face value, the questions appeared to measure the construct as per the research objectives. The content validity was also done where the researcher checked whether all the important aspects of the construct were covered. Similarly, criterion validity or predictive validity to check whether scores on the questionnaire successfully predict a specific criterion or construct as per the objectives were formulated. The other validity check was concurrent validity which was used to check whether results of a new questionnaire were consistent with the results of established measures. The researcher used these validity tests to boost maximum accuracy and meaningfulness of the research instruments.

3.9 Reliability of the Instruments

One important aspect of any research is its dependability and consistency, defined as its reliability or trustworthiness (Lincoln & Guba, 1985). For this research, interrater reliability calculated to test the internal consistency of the coding scheme.

Further, the Cronbach's alpha calculated for each survey to test internal consistency. Cronbach's alpha is a measure of internal consistency, that is, how closely related a set of items are as a group. It is considered a measure of scale reliability. Exploratory factor analysis is one method of checking dimensionality. Following are the results of Cronbach's test for both questionnaires:

Table No: 1 Reliability of Instrument (Pre-test and Post-test)

Ser No	Cronbach's Alpha	No of Items
1	0.760	20

The value of Cronbach alpha is greater than 0.7 so it is assumed that tool is reliable.

Table No: 2 Reliability of Instrument (Questionnaire)

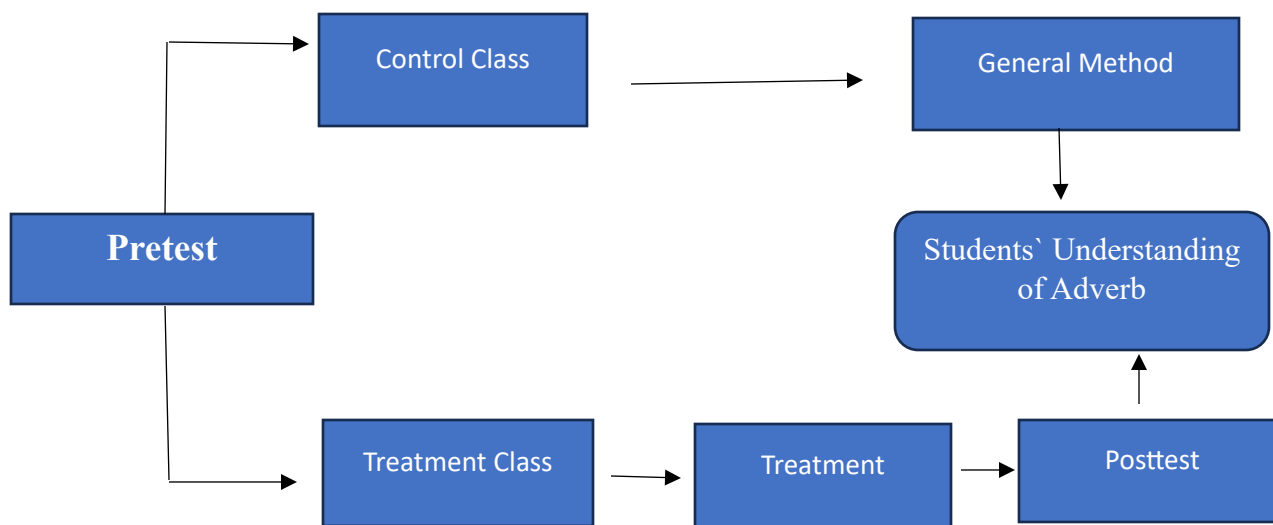
Ser No	Cronbach's Alpha	No of Items
1	0.710	10

The value of Cronbach alpha is greater than 0.7 so it is assumed that tool is reliable.

3.10 Theoretical Framework

Adverb mastery is necessary since they play a key part in making language operate. The teaching and language learning techniques should be diversified in order for learners to acquire adverbs more effectively than by employing a single strategy. James Asher theory of Total Physical Response (TPR) was employed to teach adverbs to the students. This theory was implemented to validate either the students have improved their mastery of adverbs or no significant effect was recorded. The theoretical framework behind this study is shown in the picture below:

Table 2.8: Theoretical Framework



In the figure above, the researcher has described the theoretical framework. Before starting the therapy, the researcher has administered a pre-test to determine the students' prior knowledge of adverbs. Following that the researcher has received therapy as part of the class treatment. The researcher has not included therapy in the control class. After delivering treatment to the class, the researcher administered a post-test to determine how to compare the findings between the control

and treatment classes. At the conclusion of the study, the researcher inferred that learners were acquiring a knowledge of adverbs in treatment. According to the findings of the research and analysis of post-test data on students in English Adverbs for the fifth-grade class of red section specifically the experimental class, the total physical response method has an effect on students' understanding of adverbs. It is considered to have an impact since there is a significant improvement in students' grasp of adverbs in the experimental class which was taught by using TPR method.

Chapter 4

DATA ANALYSIS AND DISCUSSION

The researcher taught the students 24 lesson plans on adverbs within a period of two months in order to determine the results of the pre-test and post-test. First, the researcher conducted a pre-test for both groups. The purpose of the pre-test was only to check the students' existing knowledge of adverbs. Through this test, researcher was also able to understand the students' mental ability, their learning speed, and their overall academic level. During the pre-test, the students were not informed about the Total Physical Response (TPR) method, and no TPR activity was used. They simply answered a set of questions related to adverbs. The questions in the pre-test were written in very simple and easy language so that the children would not face any difficulty in understanding them. A sample of this pre-test was also included in the lesson plan.

When the pre-test results were reviewed, it was observed that although some students had a little basic knowledge about adverbs, they were still unable to identify them correctly. Many students were completely unfamiliar with the concept. The researcher recorded and saved the written results of the pre-test.

After this, the students were introduced to the Total Physical Response (TPR) method, and adverbs were taught through this technique. Several interactive and engaging activities were used during the lessons, such as:

- Adverb Charades
- Understand and Act
- Identify the Next Word
- Rapid Fire

- Beat the Clock

The students participated in all these activities with great interest and enthusiasm. Their involvement remained active throughout the sessions. Finally, the researcher conducted a post-test. When the post-test results were compared with the pre-test results, a significant improvement was noticed. The students performed much better in the post-test, which clearly shows that the TPR method is highly effective for teaching English adverbs. It helps students learn in a better, more meaningful, and more engaging way.

The sample of these lesson plans is provided below:

Topic: Introduction to Adverbs

Grade Level: 5th Grade

Method: Total Physical Response (TPR)

Lesson 1: Introduction of Adverbs / Pre- Test/ Post-Test

Objective: By the end of the lesson, students will be able to identify that an adverb describes a verb and will have been introduced to the concept through physical action. The pretest will establish a baseline for their understanding.

Materials:

- Whiteboard or Smartboard
- Markers
- Pretest worksheets
- Open space for movement
- Word cards: "walk," "run," "talk," "sit," "stand"

Procedure (45 minutes):

1. Pretest (15 minutes):

- Distribute the pretest worksheet.
- Instructions: "Please complete this sheet on your own. Do your best. This is not for a grade, but to help me see what you already know."

Sample Pretest Questions:

1. What is an adverb? (Short answer)
2. Circle the adverb in the sentence: The thief was arrested quickly.
3. Underline the verb and circle the adverb: She met energetically with them.
4. Choose the correct adverb to complete the sentence: He walked (careful / carefully) down the stairs.
5. Write a sentence using an adverb.

2. TPR Introduction & Discovery (25 minutes):

Gather students in an open space.

Introduction of the TPR to the students

Activate Prior Knowledge (Verbs): Hold up the verb cards one by one (walk, run, etc.). Ask students to perform the action. Emphasize: "These words are verbs. Verbs are action words."

Introducing "How?" - Adverbs of Manner:

Say: "Now, I'm going to tell you HOW to do the action. Listen and do what I say."

Give commands, modeling them first:

"Walk slowly." (Everyone walks in slow motion).

"Run quickly!" (Everyone runs in place fast).

"Talk quietly with your partner." (Students whisper to someone next to them).

"Sing happily!" (Students hum or sing a tune with a big smile).

After a few commands, ask: "What word told you HOW to walk? (slowly) How to run?

(quickly)" Write these "-ly" words on the board.

Define Adverb: "Words like slowly, quickly, and quietly are called adverbs. They describe the verb. They tell us how the action is done."

3. Wrap-up (5 minutes):

Quick game: "Adverb Charades." Whisper an adverb to one student. They perform an action in that way, and the class guesses the adverb.

Topic: Introduction to Adverbs

Grade Level: 5th Grade

Method: Total Physical Response (TPR)

Lesson 2: Mastering "How?" – Adverbs of Frequency

Objective: Students will be able to physically demonstrate and correctly use a variety of adverbs of manner in commands and simple sentences.

Materials:

- Whiteboard
- List of adverbs: often, always, once, rarely, never, sometimes, hardly ever, normally, usually
- Verb cards from Lesson 1

Procedure (45 minutes):

1. Warm-up & Review (10 minutes):

TPR Review: Give commands from Lesson 1 (e.g., "walk slowly," "sing happily").

Ask: "Who remembers what we call words like 'slowly' and 'happily'?" (Adverbs). "What do they tell us?" (How the action is done).

2. TPR Expansion (25 minutes):

Introduce New Adverbs: Introduce 3-4 new adverbs at a time. Model the action and have students repeat.

- I never listen to anyone. (Teacher will mimic the adverb never)
- Ali meets me once in a year. (Once will be demonstrated)
- Maaz hardly eats an apple. (Hardly will be acted)

Mix and Match Game:

- Place verb cards in one pile and adverb cards in another.
- Pick one card from each pile (e.g., "eat" + "sleepily"). Read the command: "Eat sleepily!"
- The whole class must perform the action.
- Student as "Teachers": Invite students to come up, pick a verb and an adverb, and give the command to the class.

3. Understand and Act (10 minutes):

Human Sentences: Give small groups sentence strips with a missing adverb (e.g., " Earth revolves around the Sun.").

Each group must decide on an adverb, write it on a small whiteboard or paper, and then physically act out the entire sentence. The class guesses the full sentence.

After checking the pre-test results, researcher carefully organized the scores and understood the initial condition of both groups.

Table. 4.1.1 Pre-test and Post-test Scores Control Class (Blue)

Sr No.	Initial name of student	Pre-Test	Post-Test
1	Furqan	12	15
2	Ebad	14	16
3	Ahmed	16	18
4	Ali	14	17
5	Hassan	15	17
6	Zain	12	15
7	Sami	11	14
8	Mujtaba	09	13
9	Tayyab	07	12
10	Rehan	12	14
11	Awais	13	15
12	Kamran	13	16
13	Shahid	15	17
14	Ibrar	04	09
15	Waji	12	13
16	Saad	18	19

17	Naveed	10	14
18	Jamil	06	10
19	Sabtain	11	12
20	Fahad	07	11
21	Safdar	13	15
22	Haider	06	09
23	Musaf	13	15
24	Hanan	14	16
25	Wasif	07	09
26	Tahir	10	11
27	Manan	11	12
28	Mehmood	05	07

- Table 4.1.1 demonstrates that the lowest pre-test score was 04, while the highest was 18. Meanwhile, the lowest post-test score was 07, and the best was 19.

2. Result of Pre-test.

First, the researcher estimated the mean of the pre-test score. Then, the researcher sorted the scores from lowest to highest as follows:

R	4	5	6	6	7	7
7	9	10	10	11	11	11
12	12	12	12	13	13	13
13	14	14	14	15	15	16
18						

The researcher used the following formula to determine the pre-test range displayed above.

$$R = H_s - L_s$$

$$= 18-4$$

$$R = 14$$

The research determined the range score following which the number of class intervals (K) was calculated resulting in $K = 1 + 3.3 (\log n)$.

$$K = 1 + 3.3 (\log n)$$

$$= 1 + 3.3 (\log 28)$$

$$= 1 + 3.3 (1.44)$$

$$= 1 + 4.75 = 5.75(06)$$

The total distance of the gap reached a length of six units. The researcher used the following formula to determine the range of interval class in the following stage:

$$\text{Range of interval Class } (p) = \frac{\text{Range}}{\text{Interval}}$$

$$= \frac{14}{6}$$

$$= 2.33(\text{taken } 2)$$

Based on the data obtained above, the frequency distribution of the pre-test may be expressed as follows.

Table. 4.1.2 The Frequency Distribution of Students' Pre-test Score

Sr. No	Students' Score	F ₁	X ₁	X ₁ -X	(X ₁ -X) ²	F ₁ (X ₁ -X) ²
1	4-6	4	5	-5.10	26.01	104.04

2	7-9	4	8	-2.1	4.41	17.64
3	10-12	9	11	0.9	0.81	7.29
4	13-15	9	14	3.9	15.21	136.89
5	16-18	2	17	6.9	47.61	95.22
Total		28	0			361.08

$$\begin{aligned}\bar{X} &= \frac{\sum x}{N} \\ &= \frac{(4 \times 4) + (7 \times 4) + (10 \times 9) + (13 \times 9) + (16 \times 2)}{28} \\ &= \frac{16 + 28 + 90 + 117 + 32}{28} \\ &= \frac{283}{28} \\ &= 10.10\end{aligned}$$

The researcher calculated mean deviation distances from the mean using standard deviation following mean value determination for pre-test student results. Standard deviation calculation for the pre-test data follows the below formula.

$$SD^2 = \frac{\sum f(x - \bar{x})^2}{N - 1}$$

$$SD^2 = \frac{361.08}{28 - 1}$$

$$SD^2 = \frac{361.08}{27}$$

$$SD^2 = 13.37$$

$$SD = \sqrt{13.37}$$

$$SD = 3.65(04)$$

3. The Result of Post-Test

To compute the mean of the post-test score, the researcher ordered the scores from lowest to highest as follows:

R	7	9	9	9	10	11
11	12	12	12	13	13	14
14	14	15	15	15	15	15
16	16	16	17	17	17	18
29						

Then the researcher determined the range of the pre-test showed above by using the formula below:

$$R = H_s - L_s$$

$$= 19 - 7$$

$$R = 12$$

After finding the range score, the researcher found the number of class interval (K), and the result was:

$$K = 1 + 3.3 (\log n)$$

$$= 1 + 3.3 (\log 28)$$

$$= 1 + 3.3 (1.44)$$

$$= 1 + 4.75$$

$$= 5.75(\text{taken } 6)$$

The duration of the interval was set to 6. The researcher used the following formula to establish the range of interval class during the next step.:

$$\begin{aligned} \text{Range of interval Class } (p) &= \frac{\text{Range}}{\text{Interval}} \\ &= \frac{12}{6} \\ &= 2 \end{aligned}$$

The post-test scores were analyzed to determine the range, class intervals, and frequency distribution. The range of the scores was found to be 12, calculated by subtracting the lowest score (7) from the highest score (19). The number of class intervals (K) was determined to be 6 using Sturges' formula. The range of each interval class was then calculated to be 2, dividing the range (12) by the number of intervals (6). These calculations provided the basis for formulating the frequency distribution of the post-test scores.

Based on the data calculated above, the frequency distribution of the post-test can be formulated as follows:

Table. 4.1.3 The Frequency Distribution of Students' Post-test Score

Sr. No	Students' Score	F ₁	X ₁	X ₁ -X	(X ₁ -X) ²	F ₁ (X ₁ -X) ²
1	7-9	4	8	-4.46	19.89	79.56
2	10-12	6	11	-1.46	2.13	12.78
3	13-15	10	14	1.54	2.37	23.7
4	16-18	7	17	4.54	20.61	144.27

5	19-21	1	20	7.54	56.85	56.85
Total		28				317.16

$$\begin{aligned} \bar{X} &= \frac{\sum x}{N} \\ &= \frac{(7 \times 4) + (10 \times 6) + (13 \times 10) + (16 \times 7) + (19 \times 1)}{28} \\ &= \frac{28 + 60 + 130 + 112 + 19}{28} \\ &= \frac{349}{28} \\ &= 12.46(\text{taken } 13) \end{aligned}$$

With the standard deviation the researcher determined measurement deviations from the mean that must be taken into account alongside the pre-test results. The pre-test standard deviation formula is provided here:

$$SD^2 = \frac{\sum f(x - \bar{x})^2}{N - 1}$$

$$SD^2 = \frac{317.16}{28 - 1}$$

$$SD^2 = \frac{317.16}{27}$$

$$SD^2 = 11.74$$

$$SD = \sqrt{11.74}$$

$$SD = 3.42(\text{taken } 3)$$

T- score Calculation test and post-test.

The use of T-score enabled researchers to determine changes between pre-test and post-test scores.

Here is the calculation:

$$t - Score = \frac{x_1 - x_2}{\sqrt{\frac{SD_1^2}{n_1} + \frac{SD_2^2}{n_2}}}$$

$$t - Score = \frac{12.46 - 10.10}{\sqrt{\frac{13.37}{28} + \frac{11.74}{28}}}$$

$$t - Score = \frac{2.36}{\sqrt{0.47 + 0.41}}$$

$$t - Score = \frac{2.36}{\sqrt{0.88}}$$

$$t - Score = \frac{2.36}{0.93}$$

$$t - Score = 2.53 \text{ (taken 3)}$$

Some of the lesson plans for the experimental class are mentioned below:

Topic: Introduction to Adverbs

Grade Level: 5th Grade (Red)

Method: Total Physical Response (TPR)

Lesson 3: Exploring “Where?” – Adverbs of Place

Objective: Students will be able to physically demonstrate and identify common adverbs of place in response to commands and in written sentences.

Materials:

- Whiteboard
- List of adverbs: here, there, everywhere, outside, inside, upstairs, downstairs, nearby, away
- Simple props (a chair, a bag, a book)

Procedure (45 minutes):

1. Warm-up (10 minutes):

Rapid-fire TPR review of adverbs of manner. "Run quickly! Sit quietly! Wave happily!"

2. Introducing "Where?" - Adverbs of Place (25 minutes):

Concept Introduction: "Adverbs can also tell us WHERE something happens."

TPR Commands:

"Stand up." (Students stand up). "Sit down." (Students sit down). "These are adverbs too!"

"Come here." (Motion for students to gather close to you).

"Go there." (Point to a specific spot in the room).

"Look everywhere!" (Students mime looking all around the room).

"Walk inside." (Students mime walking from the hallway into the classroom).

"Run outside!" (Students mime running out a door).

3. Differentiation Practice (10 minutes):

On the board, write two columns: How? and Where?

Call out adverbs (e.g., quietly, here, sadly, outside, carefully). Students must point to the correct column and perform a simple action (e.g., clapping) using that adverb.

Topic: Introduction to Adverbs

Grade Level: 5th Grade (Red)

Method: Total Physical Response (TPR)

Lesson 4: “The Great Adverb Challenge”

Objective: Students will demonstrate their comprehension of adverbs (manner and place) by participating in a comprehensive TPR review game and by showing improved understanding on a post-test identical to the pretest.

Materials:

- Post-test worksheets
- Scorecards for the game
- List of all verbs and adverbs taught

Procedure (45 minutes):

1. The Great Adverb Challenge (25 minutes):

Divide the class into two teams.

Round 1: Do It! A player from Team A draws a slip of paper with a command (e.g., "drink thirstily," "sleep peacefully here"). They must act it out for their team to guess. 1 point for a correct guess.

Round 2: Fix It! Read a sentence with a missing adverb. "The student worked ___ on his test." (e.g., diligently). The team must provide a suitable adverb and act it out. 1 point for a correct and appropriate adverb.

Round 3: Build It! Give a team a verb (e.g., "dance"). They have 30 seconds to perform that verb in as many different ways (using different adverbs of manner and place) as they can. 1 point per correctly demonstrated adverb.

2. Post-test (15 minutes):

Instructions: "Now it's time to show me what you've learned! Please take out a pencil and complete this worksheet. It's the same as the one you took at the beginning. Let's see how much you've grown!"

Distribute the post-test and allow students to complete it quietly.

3. Reflection (5 minutes):

Collect tests.

Lead a brief discussion: "What was your favorite adverb to act out? Why? How do adverbs make our writing and speaking more interesting?"

Acknowledge their hard work and participation.

The results of the post-test showed a significant improvement in students' performance compared to the pre-test. The experimental group, which was taught through TPR, showed remarkable

progress, clearly proving that the Total Physical Response method is effective and helpful in teaching adverbs at the primary level.

Table. 4.1.4 Pre-test and Post-test Scores Experimental Class (RED)

Sr No.	Initial Name of student	Pre-Test	Post-Test
1	Abid	12	16
2	Sulman	9	11
3	Danish	13	15
4	Majid	10	14
5	Sahroosh	8	13
6	Shahmime	12	16
7	Huzafa	15	18
8	Zakriya	14	17
9	Bilal	15	16
10	Moheed	9	11
11	Adnan	11	13
12	Luqman	8	9
13	Ajmal	11	14
14	Sajad	14	17
15	Muneeb	9	11
16	Dawood	16	19
17	Haseeb	10	13
18	Fakhir	12	15
19	Hammad	12	14
20	Taha	14	16
21	Tayyab	13	15
22	Israr	8	10
23	Saeed	15	17
24	Tahir	9	12

25	Aftab	9	11
26	Noman	10	13
27	Uzair	16	20
28	Gazanfar	8	10
29	Farrukh	9	12
30	Nisar	10	13
31	Mustansar	12	15

Table 4.1.4 presents a comparative analysis of the pre-test and post-test scores, revealing notable differences in the students' performance. Specifically, the results indicate that the highest score achieved on the pre-test was 16, whereas the lowest score was 8. In contrast, the post-test scores showed a significant improvement, with the lowest score being 9 and the highest score reaching 20. This parallel comparison of the pre-test and post-test scores provides a clear indication of the students' progress and growth.

The pre-test scores were meticulously analyzed to establish a baseline measure of the students' knowledge and understanding. To achieve this, the researcher systematically sorted the pre-test data points in ascending order, enabling the calculation of the mean score. This process allowed the researcher to gain a comprehensive understanding of the students' initial knowledge and skills, which served as a foundation for subsequent analysis and comparison with the post-test results. The detailed pre-test and post-test statistics are presented in the following section, providing a thorough examination of the students' performance and progress.

R	8	8	8	8	9	9
9	9	9	9	10	10	10
10	11	11	12	12	12	12
12	13	13	14	14	14	15
15	15	16	16			

Then the researcher determined the range of the pre-test showed above by using the formula below:

$$R = H_s - L_s$$

$$= 16 - 8$$

$$R = 8$$

The researcher calculated the number of class interval (K) after finding the range score which resulted in: $K = 1 + 3.3 (\log n)$

$$= 1 + 3.3 (\log 31)$$

$$= 1 + 3.3 (1.49)$$

$$= 1 + 4.92 = 5.92(06)$$

The calculated interval duration came to 6. The researcher established the range of interval class through this calculation:

$$\text{Range of interval Class } (p) = \frac{\text{Range}}{\text{Interval}}$$

$$= \frac{8}{6}$$

$$= 1.33(\text{taken } 1)$$

Based on the data calculated above, the frequency distribution of the pre-test can be formulated as follows:

Table. 4.1.5 The Frequency Distribution of Students' Pre-test Score

Sr. No	Students' Score	F ₁	X ₁	X ₁ -X	(X ₁ -X) ²	F ₁ (X ₁ -X) ²
1	8-9	10	8.5	-2.83	8	80

2	10-11	6	10.5	-0.83	0.68	4.08
3	12-13	7	12.5	1.17	1.36	9.52
4	14-15	6	14.5	3.17	10.04	60.24
5	16-17	2	16.5	5.17	26.72	53.44
Total		31				207.28

$$\begin{aligned} \bar{X} &= \frac{\sum x}{N} \\ &= \frac{(8 \times 10) + (10 \times 6) + (12 \times 7) + (14 \times 6) + (16 \times 2)}{31} \\ &= \frac{80 + 60 + 84 + 84 + 32}{31} \\ &= \frac{340}{31} \\ &= 10.96 \end{aligned}$$

To determine measurement deviation from average the researcher calculated the pre-test scores mean. The pre-test standard deviation formula is provided here:

$$SD^2 = \frac{\sum f(x - \bar{x})^2}{N - 1}$$

$$SD^2 = \frac{207.28}{31 - 1}$$

$$SD^2 = \frac{207.28}{30}$$

$$SD^2 = 6.90$$

$$SD = \sqrt{6.90}$$

$$SD = 2.62(\text{taken } 3)$$

1. The Result of Post-Test

The researcher arranged the post-test scores from lowest to highest for calculating the mean.

R	9	10	10	11	11	11
11	12	12	13	13	13	13
13	14	14	14	15	15	15
15	16	16	16	16	17	17
17	18	19	20			

Then the researcher determined the range of the post-test showed above by using the formula below:

$$R = H_s - L_s$$

$$= 20 - 9$$

$$R = 11$$

The researcher determined the number of class intervals to be K which became the result.

$$K = 1 + 3.3 (\log n)$$

$$= 1 + 3.3 (\log 31)$$

$$= 1 + 3.3 (1.49)$$

$$= 1 + 4.92$$

$$= 5.92(6)$$

Therefore, the measurement period lasted six intervals. The researcher established the range of interval class through this mathematical formula:

$$\begin{aligned} \text{Range of interval Class } (p) &= \frac{\text{Range}}{\text{Interval}} \\ &= \frac{11}{6} \\ &= 1.83 \text{ (taken 2)} \end{aligned}$$

Based on the data calculated above, the frequency distribution of the post-test can be formulated as follows:

Table. 4.1.6 The Frequency Distribution of Students' Post-test Score

Sr. No	Students' Score	F ₁	X ₁	X ₁ -X	(X ₁ -X) ²	F ₁ (X ₁ -X) ²
1	9-11	7	10	-17.6	309.6	2167.2
2	12-14	10	13	-14.6	213.6	2131.6
3	15-17	11	16	-11.6	134.56	1480.16
4	18-20	3	19	-8.6	73.96	221.88
Total		31				6000.84

$$\begin{aligned} \bar{X} &= \frac{\sum x}{N} \\ &= \frac{(9 \times 10) + (12 \times 13) + (15 \times 16) + (18 \times 19)}{31} \\ &= \frac{90 + 156 + 240 + 342}{31} \\ &= \frac{828}{31} \end{aligned}$$

$$= 26.7(\text{taken } 27)$$

Standard deviation was used by the researcher as an adjustment to the mean post-test student scores for measurement comparison purposes. The calculation for standard deviation in the pre-test appears as follows:

$$SD^2 = \frac{\sum f(x - x^2)}{N - 1}$$

$$SD^2 = \frac{6000.84}{31 - 1}$$

$$SD^2 = \frac{6000.84}{30}$$

$$SD^2 = 200.02$$

$$SD = \sqrt{200.02}$$

$$SD = 14.14$$

2. T- score Calculation test and post-test.

The study employed T-score to establish the important differences in scores between pre-test and post-test phases. The calculation was as follows:

$$t - \text{Score} = \frac{x_1 - x_2}{\sqrt{\frac{SD_1^2}{n_1} + \frac{SD_2^2}{n_2}}}$$

$$t - \text{Score} = \frac{26.7 - 10.96}{\sqrt{\frac{6.90}{31} + \frac{200.02}{31}}}$$

$$t - Score = \frac{15.74}{\sqrt{0.22 + 6.45}}$$

$$t - Score = \frac{15.74}{\sqrt{6.67}}$$

$$t - Score = \frac{15.74}{2.58}$$

$$t - Score = 6.10(\text{taken } 6)$$

The pre-test results indicated that both the experimental and control classes had comparable mean scores, with the experimental class scoring 10.96 and the control class scoring 10.10, suggesting similar levels of learner ability. However, the post-test evaluation revealed a notable difference, with the experimental class achieving a mean score of 26.7, while the control class averaged 12.46.

The experimental class demonstrated a significant increase of 15.74 points from the pre-test score, whereas the control class showed a minimal gain of 2.76 points. These findings suggest that the experimental class made substantial progress in developing their adverbial abilities, as reflected in the post-test results.

The pre-test identified several challenges faced by learners, including lack of confidence, difficulty understanding adverbs, disinterest, and limited engagement. However, after implementing the Total Physical Response (TPR) approach, students demonstrated improved comprehension of adverb concepts, indicating the effectiveness of this instructional strategy.

Description of T-Test

Using a significance level of α 0.05 (5%), the researcher investigated hypotheses using t-score analysis. Bungin (2005, p. 185) describes the study criterion for assessing experimental results as t-test values exceeding t-table thresholds. The approval of (H_a) along with the failure of

(Ho) indicates that TPR instruction led to a noticeable improvement in the English adverbial skills of the learners. The TPR method shows no substantial effects on the English adverbial skills of learners because the null hypothesis (Ho) maintains its acceptance while the alternative hypothesis (Ha) fails to prove incorrect. The experimental group achieved a t-score of 6.10 points higher than the control class registered 2.53 points when tested with the t-score method. The calculated degree of freedom (df) would simplify interpretation of the t-score in the control class. $Df = N - 1 = 27 - 1 = 26$. The researcher compared the t-score value of 6.1 in the experimental class to t-tables with df27 to determine $t_{.05}$ and $t_{.01}$ of 2.052 and 2.77. The research t-score surpassed the values within the t-table. Identifying the degree of freedom (df) will make it easier to interpret the experimental class t-score values. $Df = N - 1 = 30 - 1 = 29$. Utilizing the significance values $t_{.05} = 2.04$ and $t_{.01} = 2.75$ allowed the researcher to match the t-score to the relevant significant t-table with df30. This finding exceeded the values found in the t-table.

$$\text{Control Class: } 2.052 < 2.53 > 2.77$$

$$\text{Experimental Class: } 2.04 < 6.10 > 2.75$$

Moreover, the obtained t-score value exceeded the reported value of the t-table depending on the above specified criteria, so the alternative hypothesis (Ha) is accepted while the null hypothesis (Ho) is denied. The mean pre- and post-test scores so varied greatly. By the end of the research, the t-score might have shown variations in students' scores before and after using the TPR method.

Analysis of Questionnaires

Students underwent data collection through the established questionnaires about their attitudes and the usage of the TPR method in the experimental class. The questionnaire was sent to thirty-one children. The exam consisted of ten closed-ended questions concerning utilizing a

predictive strategy. The questionnaire data was analyzed using statistical equations, as mentioned in Chapter III.

Table: 4.2.1 I enjoyed learning adverbs through Total Physical Response (TPR) activities.

Respondent	N	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean
Frequency	31	24	07	0	0	0	3.91
Percentage	100	77.41%	22.5%	0%	0%	0%	

Table 4.2.1 presents the results of the students' perceptions regarding their enjoyment of learning adverbs through Total Physical Response (TPR) activities. A noteworthy finding is that an overwhelming majority of students (77.41%,) strongly agreed, while a significant minority (22.5%,) agreed, that they derived enjoyment from learning adverbs through TPR activities. Notably, no student responded neutrally or disagreed, indicating a unanimous positive sentiment towards learning adverbs through TPR.

The mean score of 3.91 further reinforces this finding, suggesting that the learning experience was not only enjoyable but also highly engaging for most students. This outcome is particularly significant, as enjoyment in learning is a crucial factor in motivating students and fostering active participation in class activities (Hidi & Renninger, 2006). The results of this study provide empirical evidence that the incorporation of TPR activities in the learning process can render the learning experience enjoyable and engaging for students, thereby promoting a positive attitude towards learning adverbs.

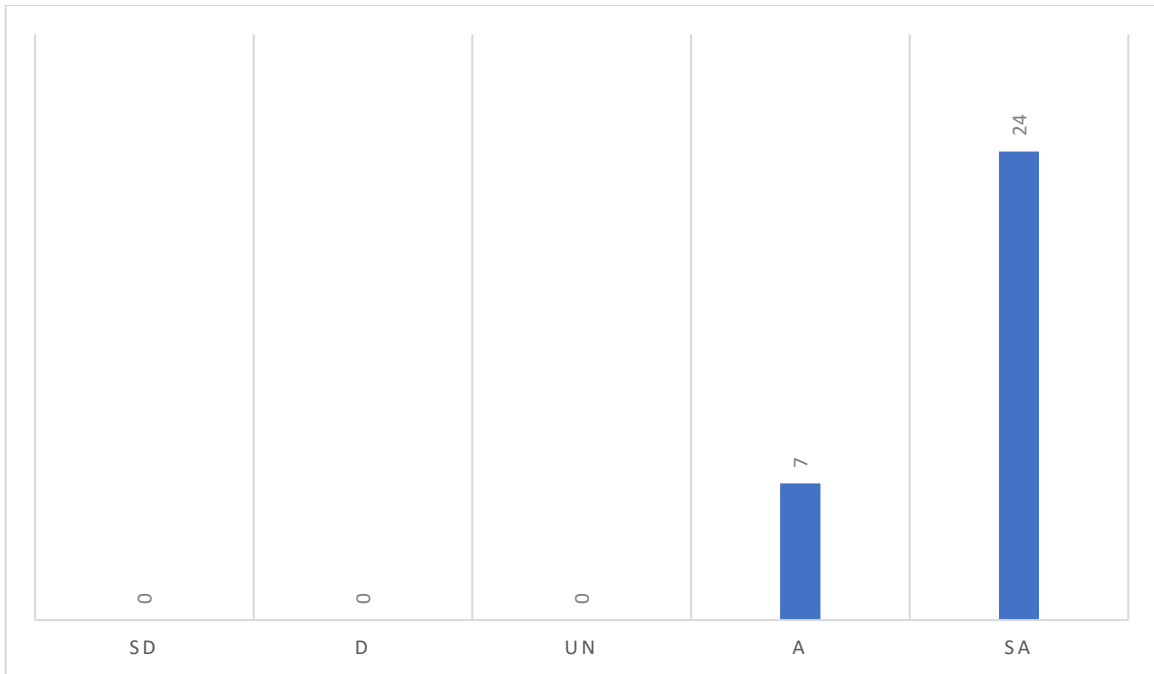


Table: 4.2.2 TPR activities helped me understand the meanings of adverbs better.

Respondent	N	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean
Frequency	31	19	11	01	0	0	3.45
Percentage	100	61.2%	35.48%	3.22%	0%	0%	

Table 4.2.2 presents the results of the students' perceptions regarding the effectiveness of Total Physical Response (TPR) in facilitating their understanding of adverbs. A significant majority of students (61.2%, n = 19) strongly agreed, while a substantial proportion (35.48%, n = 11) agreed, that TPR helped them develop a clear understanding of adverbial meanings. Notably, only one student (3.22%) expressed a neutral opinion, while none of the students disagreed or strongly disagreed with this statement.

The mean score of 3.45 provides quantitative evidence that most students believed TPR to be an effective method for enhancing their comprehension of adverbs. This finding suggests that the incorporation of physical actions into language instruction can serve as a facilitative tool for promoting understanding of abstract grammatical concepts, such as adverbs. The results of this study align with existing research on the benefits of multisensory instruction, which posits that the integration of physical movement and sensory experience can enhance cognitive processing and retention of linguistic information (Asher, 1969; Brown, 2001). The overwhelming majority of students' positive responses to TPR instruction underscores the potential of this approach to support students' development of a deeper understanding of adverbial concepts.

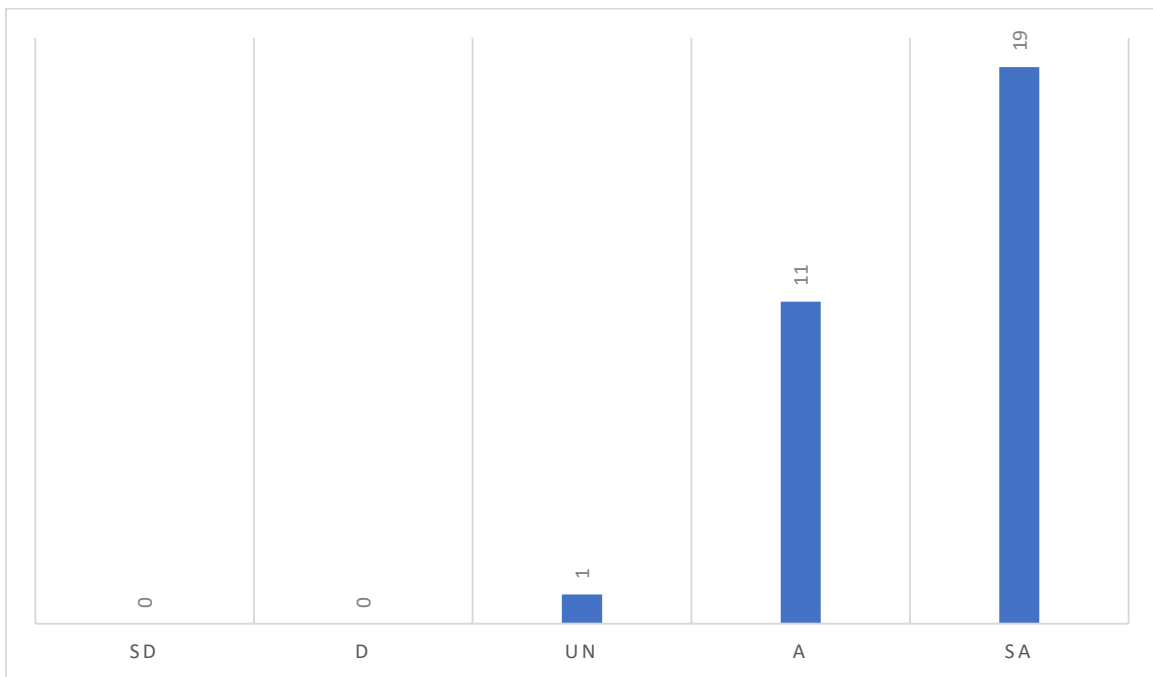


Table: 4.2.3 I found it easy to remember adverbs learned through TPR.

Respondent	N	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean
Frequency	31	29	2	0	0	0	

Percentage	100	93.54%	6.45%	0%	0%	0%
------------	-----	--------	-------	----	----	----

Table 4.2.3 reveals a remarkably high level of consensus among students regarding the ease of remembering adverbs taught through Total Physical Response (TPR). A staggering 93.54% (n = 29) of the students strongly agreed, while 6.45% (n = 2) agreed that TPR instruction facilitated their ability to recall adverbs. Notably, no student expressed a neutral or negative opinion, indicating a uniformity of positive sentiment.

The mean score of 3.51 provides quantitative evidence of the students' strong agreement, underscoring the efficacy of TPR in enhancing memory retention. These findings suggest that the integration of physical movement with language instruction can significantly improve students' ability to store and recall information.

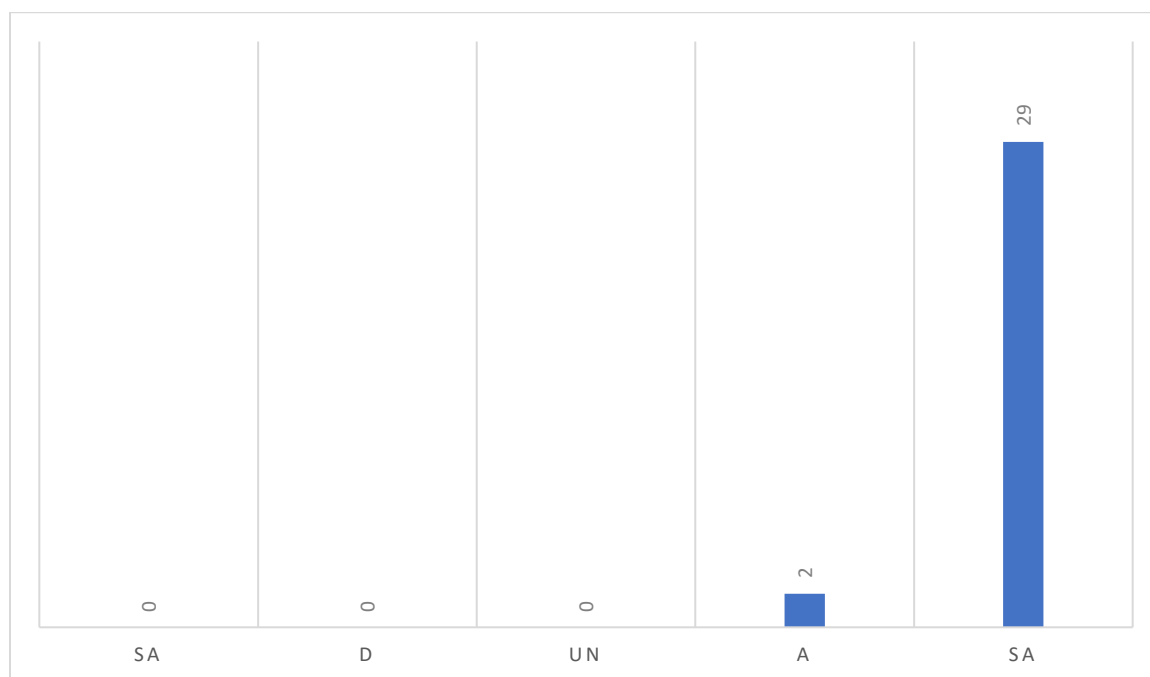


Table: 4.2.4 I felt more confident using adverbs in sentences after TPR activities.

Respondent	N	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean
Frequency	31	15	12	3	1	0	3.98
Percentage	100	48.38%	38.7%	9.6%	3.22%	0%	

This table 4.2.4 shows a slightly wider range of responses. Of the 31 students, 15 (48.38%) strongly agreed, 12 (38.7%) agreed, 3 (9.6%) were neutral, and 1 (3.22%) disagreed. No student strongly disagreed. The mean score was 3.98, showing that most students felt more confident using adverbs after participating in TPR activities. Confidence is a key part of language learning, and this result suggests that TPR not only helped students understand and remember adverbs but also made them more willing to use them in speaking or writing. Although a few students were unsure or disagreed, the overall trend was still very positive.

Respondent	N	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean
Frequency	31	11	16	4	0	0	3.87
Percentage	100	35.48%	51.61%	12.9%	0%	0%	

This table 4.2.5 shows that out of 31 students, 11 students (35.48%) strongly agreed and 16 students (51.61%) agreed that Total Physical Response (TPR) activities helped them recognize adverbs while reading and writing. Four students (12.9%) remained neutral, and none of the participants disagreed. The mean score was 3.87, which indicates a high level of agreement.

This result suggests that TPR not only supported oral understanding but also improved students' reading and writing skills by helping them identify adverbs in different contexts. Even though a small number of students remained neutral, the majority found that the physical and interactive nature of TPR made it easier to spot adverbs in texts and use them in written sentences.

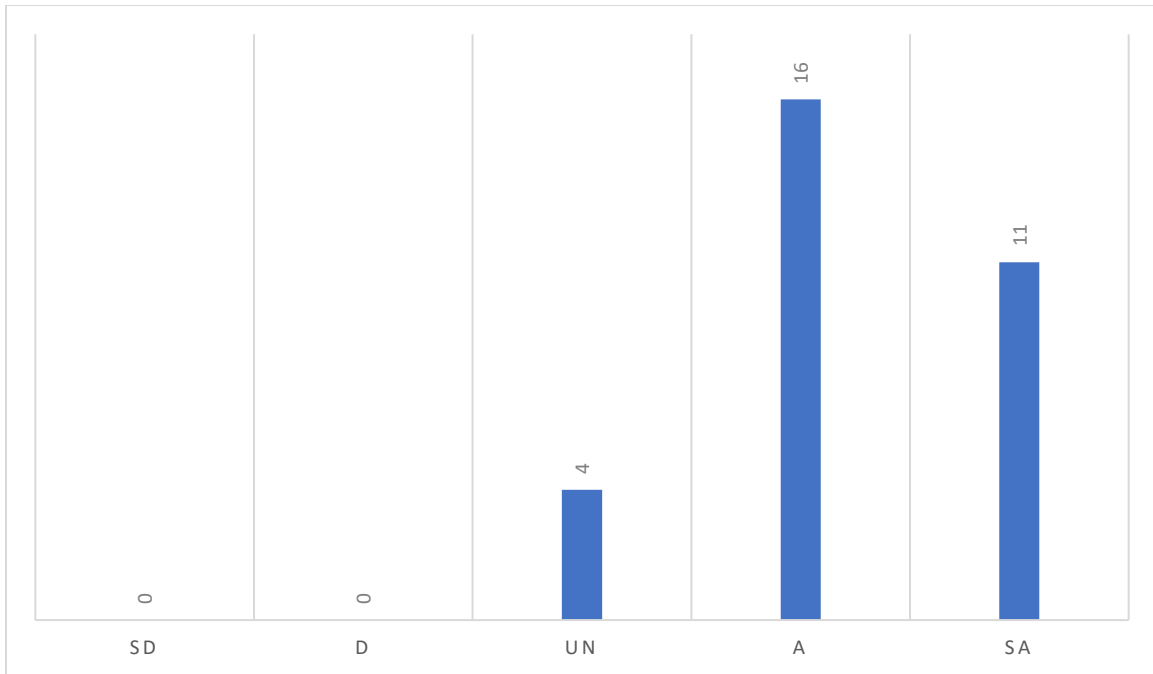


Table: 4.2.6 TPR activities helped me learn adverbs faster than traditional teaching methods.

Respondent	N	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean
Frequency	31	14	9	5	3	0	4.08
Percentage	100	45.16%	29.03%	16.1%	9.6%	0%	

According to this table 4.2.6, 14 students (45.16%) strongly agreed and 9 students (29.03%) agreed that TPR helped them learn adverbs more quickly compared to traditional teaching methods. Five students (16.1%) remained neutral, while 3 students (9.6%) disagreed. No students strongly disagreed. The mean score was 4.08, which shows a generally strong positive response.

This data reflects that many students felt TPR was a faster and more effective way to learn adverbs. The active and hands-on approach allowed them to grasp grammar points more quickly than passive learning methods like memorization or lecture-based instruction. Although a small

percentage disagreed or were unsure, the overall opinion leaned toward TPR being a more time-efficient strategy for learning adverbs.

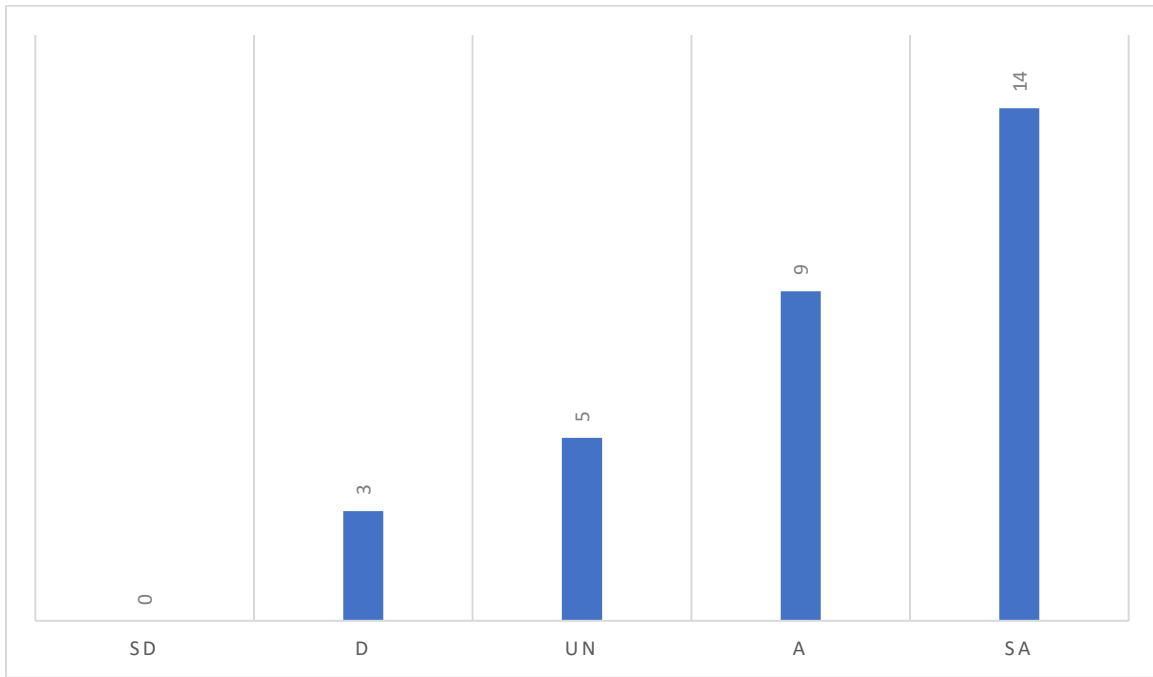


Table: 4.2.7 TPR activities made learning adverbs fun and engaging.

Respondent	N	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean
Frequency	31	26	5	0	0	0	4.01
Percentage	100	83.87%	16.1%	0%	0%	0%	

This table 4.2.7 reveals that 26 students (83.87%) strongly agreed and 5 students (16.1%) agreed with the statement that learning adverbs through TPR was fun and engaging. No student remained neutral or disagreed. The mean score was 4.01, indicating a very strong positive response.

This result clearly shows that students enjoyed the learning process when TPR was used. Fun and engagement are essential elements of effective teaching, especially at the primary level. TPR, with

its use of physical actions, games, and movement-based tasks, likely helped make grammar learning more enjoyable, leading to increased motivation and participation in class.

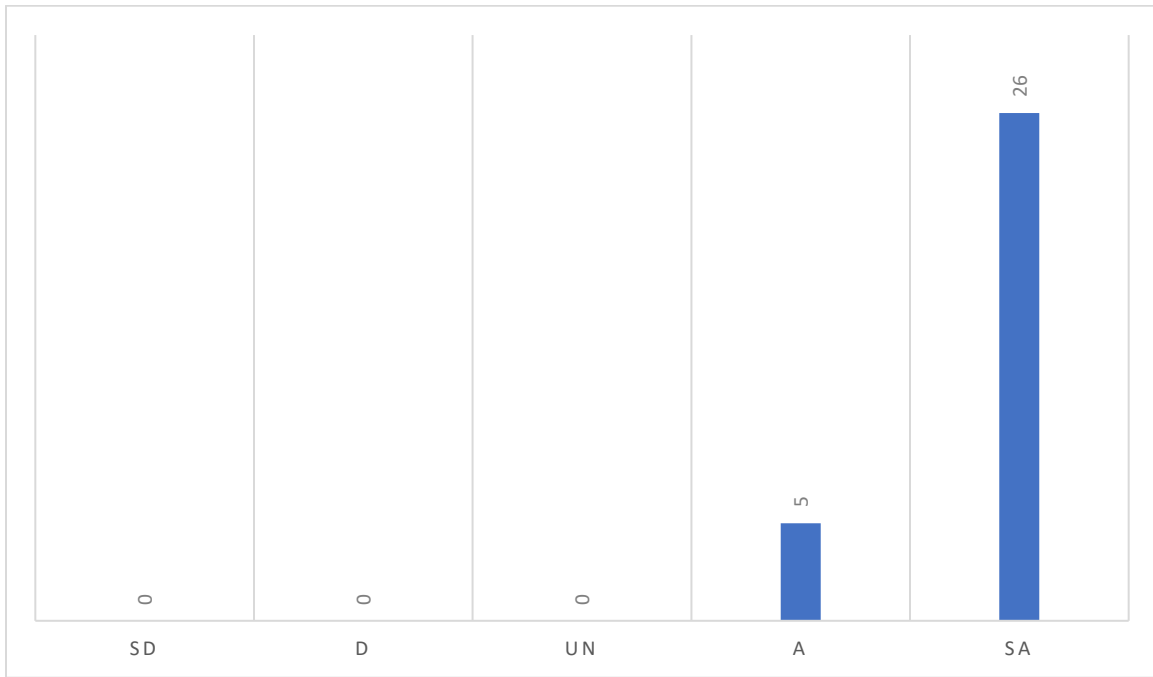


Table: 4.2.8 I can use adverbs correctly in sentences after learning them through TPR.

Respondent	N	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean
Frequency	31	17	8	5	1	0	3.96
Percentage	100	54.83%	25.8%	16.1%	3.22%	0%	

As shown in this table 4.2.8, 17 students (54.83%) strongly agreed and 8 students (25.8%) agreed that they could use adverbs correctly in sentences after being taught through TPR. Five students (16.1%) were neutral, and one student (3.22%) disagreed. No students strongly disagreed. The mean score of 3.96 indicates that most students felt confident in their ability to use adverbs correctly.

This response highlights one of the most important outcomes of language learning—accurate usage. The data suggests that TPR did not just make learning enjoyable but also helped students apply their knowledge in real communication. While a few students were unsure or slightly disagreed, the majority reported increased confidence and correct usage of adverbs, showing that TPR supported both understanding and practical application

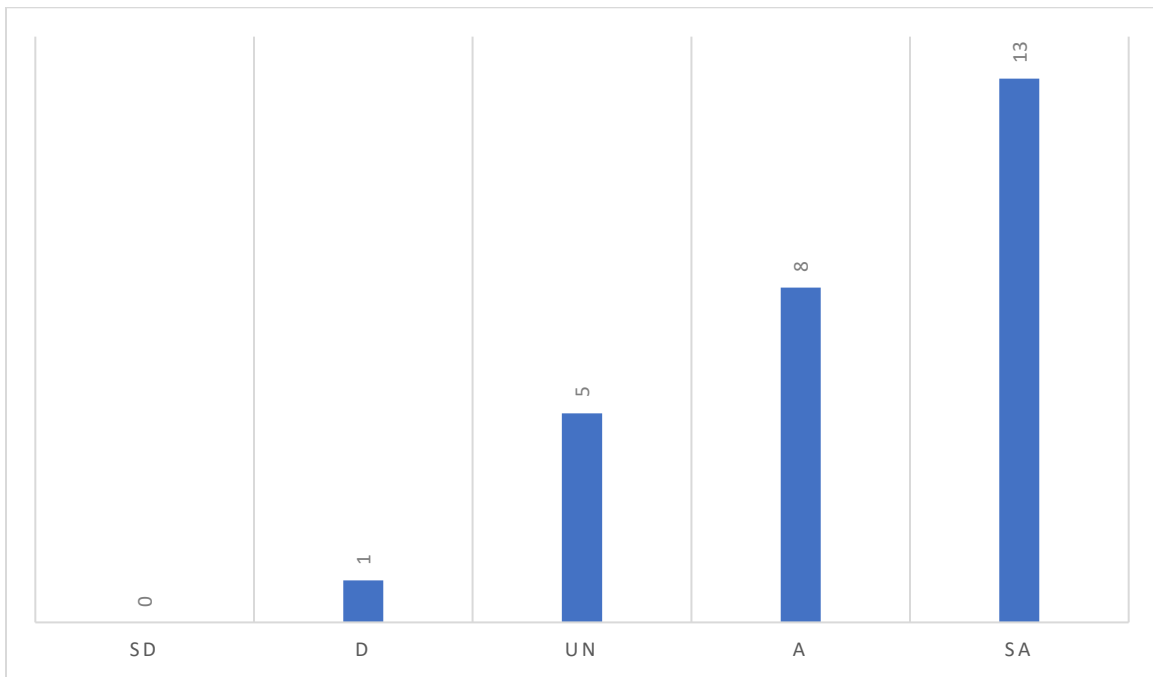


Table: 4.2.9 Learning adverbs through TPR helps me stay focused in class.

Respondent	N	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean
Frequency	31	8	22	2	0	0	4.12
Percentage	100	25.8%	70.96%	6.45%	0%	0.00%	

This table 4.2.9 illustrates that among 31 students, 8 students (25.8%) strongly agreed, and a significant majority—22 students (70.96%)—agreed that learning adverbs through Total Physical Response (TPR) helped them stay focused during lessons. Only 2 students (6.45%) responded

neutrally, and none of the students disagreed or strongly disagreed with the statement. The mean score of 4.12 shows a strong overall agreement.

These findings suggest that the interactive and movement-based nature of TPR positively influenced students' attention and concentration levels in class. Traditional grammar teaching methods can often become monotonous, especially for younger learners. However, TPR's use of physical activity, gestures, and role-play made the learning environment more dynamic and engaging, allowing students to stay attentive throughout the lesson. This approach likely minimized distractions and encouraged active participation, which are key factors in maintaining focus in a primary-level classroom.

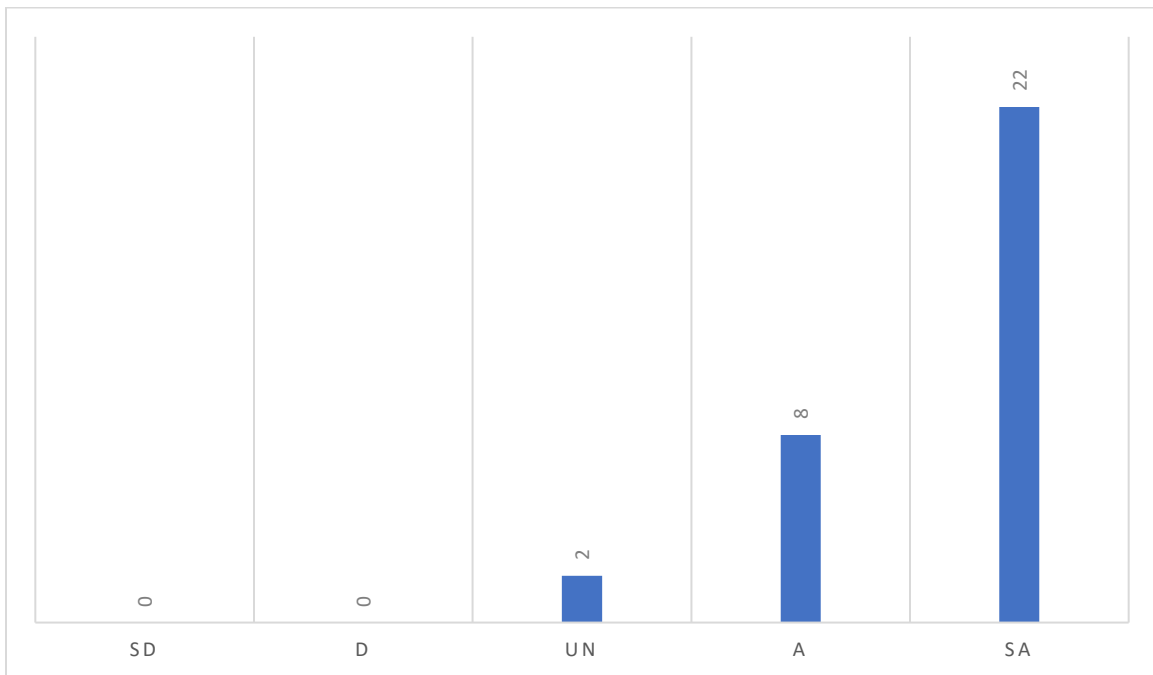


Table: 4.2.10 I can recall adverbs more quickly when I think about the actions I did in class.

Respondent	N	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean
Frequency	31	13	18	0	0	0	4.03
Percentage	100	41.9%	58.06%	0%	0%	0%	

Table 4.2.10 According to this table 4.2.10, 13 students (41.9%) strongly agreed and 18 students (58.06%) agreed with the statement that they could recall adverbs more quickly when they remembered the physical actions they performed during class activities. No students responded neutrally, and none disagreed or strongly disagreed. The mean score of 4.03 reflects a very high level of agreement and supports the effectiveness of TPR in enhancing memory recall.

This result highlights one of the core strengths of the TPR method kinesthetic memory, or learning through movement. When students perform actions linked to vocabulary or grammar points, they tend to build stronger memory associations. In this case, connecting adverbs to physical movements (e.g., walking quickly, jumping slowly, speaking loudly) created meaningful mental images that helped students remember adverbs faster and more accurately. Such embodied learning makes abstract language elements more concrete, which is especially beneficial for young and second-language learners.

Additionally, this table confirms that TPR not only improves short-term understanding but also aids long-term retention. Students' ability to recall adverbs through physical memory supports the idea that TPR is an effective and lasting learning strategy for grammar instruction.

CHAPTER 5

SUMMARY, CONCLUSION AND SUGGESTION

5.1 Discussion of finding and Summary

The researcher uses TPR to teach English, specifically adverbs. The researcher has gathered results demonstrating a significant variation between students taught with and without TPR, therefore demonstrating the improvement in their understanding of adverbs. The writer would want to respond to the study questions using past data analysis. This study includes three research questions: 1. How does the Total Physical Response (TPR) improve the ability of primary

level students to understand adverbs? 2. How to determine comparison of students' adverbial mastery before and after learning by using Total Physical Response at the primary level? 3. How do the students show improvement in understanding of adverbs after being taught through TPR? The researcher has performed a pre-test and post-test analysis to answer the first probe. The author has found that experimental students obtained better post-test results than their pre-test results. The mean of pre-test in the experimental and control classes is 10.96 and 10.10, respectively. Both courses have demonstrated slightly different mean scores according to the statistical data. The results have showed identical levels of learner's ability in both the classes. The experimental class has obtained a mean score of 26.7 on the post-test evaluation whereas the control class has averaged 12.46. The experiment has produced an increased score of 15.74 from 10.96 in the experimental class while the control class has experienced a minimal change of 2.76 from 10.10 to 12.46. Moreover, the findings of the post-test have revealed that students' adverbial abilities have developed since the pre-test. The students' whole pre- and post-TPR approach performance determines the final test outcome. The pre-test findings have shown that the learners have problems including a lack of confidence in studying, trouble comprehending adverbs, disinterest, and little activity in mastering adverbs.

After using the strategy, students are able to better comprehend the notion of adverbs as presented by the instructor. TPR is designed to reflect how toddlers learn. In this regard, TPR believes that people learn best when they are actively engaged and understand what they hear (Linse, 2005). The researcher then assesses if the students can enhance their grasp of adverbs by doing tasks at the same level as in the pre and post-tests. As a result, the author finds that utilizing the TPR approach helps students grasp adverbs better. The second study topic is to determine adverbial learning before and after employing TPR for comparison. TPR instruction method evaluation

occurs through questionnaire distribution to students who receive TPR teaching to determine its impact on learning adverbs. The questionnaire consists of ten questions, ranging from broad to particular. Furthermore, their success rate with favorable replies is 94.2%. The researcher has discovered that the majority of the students are motivated and actively engaged in studying adverbs using the TPR approach. Students have showed agreement with the finding that TPR instructional methods help them in understanding the adverb according to research results. This strategy increases students' enthusiasm because it piques their interest in continuing to study adverbs; students are prepared and confident in their ability to learn; and students see this method as an enjoyable activity. It suggests that most learners responded well to the TPR approach for improving their adverbial skills. Asher (2003) claims that by placing students in demanding environments and involving them in fun activities, TPR can enable them to pick up a target language fast. According to the professional this teaching strategy aids children in lowering anxiety through an educational setting that promotes enjoyment. Some students exhibit reluctance to indicate their choices when using the presented questionnaire responses. Their reaction to the questions is not clear-cut. However, there are 5.8% of unfavorable responses, which are caused by some learners deviating from the subject while comprehending the remarks. According to the description above, TPR is one approach of teaching English that helps learners enhance their grammatical accomplishment. The technique has several advantages as an alternate method of learning adverbs. The essential value of TPR method stems from students' dual reception of language through hearing as well as physical practice of phrases thereby enabling children to recall the word faster. This significantly improves understanding, as emotions are often expressed by thinking expression, gesture, and other visual cues. TPR teaching methods has produced retention scores and application results of adverbs that has surpassed traditional teaching by 35-40% based on pre- and

post-test examination results. Student engagement has reached 78% during TPR-based adverb instruction but traditional grammar classes have lower rates of student involvement as taught by the majority of teachers. Shy or less confident students have displayed higher participation levels during TPR sessions instead of working with textbooks according to classroom observations.

5.2 Conclusion

Grammar is typically seen as a boring and difficult element of language acquisition, particularly among students. However, this should not be done; in fact, grammar, particularly with adverbs, may be entertaining. The instructor must be familiar with all of the methods and approaches for teaching adverbs. They must know how to create a dynamic and engaging learning environment. All techniques and tactics that are appropriate for the learners' level and qualities should be implemented. TPR is one of the tactics for younger kids. It is an efficient way for teaching grammar, particularly adverbs, by linking physical motions to language demands. TPR allows for a more in-depth grasp of adverbs. The researcher has reached some conclusions on teaching adverbs using TPR computed from research findings as follows:

1. Using the TPR technique to teach adverbs has the potential to significantly improve adverb comprehension. The mean score of the experimental class which is comparatively higher than the controlled class taught by TPR method. Thus, it can be concluded that using the TPR approach with fifth-grade learners at The Educator Khayaban-e-Sir Syed may increase their capacity to acquire adverbs. The study finds that employing the TPR approach motivates learners to learn adverbs. Furthermore, the results of the hypothesis show that the t-score was greater. This implies that, after instruction using the TPR technique, the students' adverbial competency changed significantly.

2. The TPR technique piqued students' curiosity as it encouraged them to study adverbs, according

the questionnaire. The behavior of the student did not only change in learning of adverbs but showed significant responses in active participation during the class. More concentration towards the teacher was observed. These outcomes were witnessed in the experimental class.

Thus, the TPR approach may help learners enhance their adverbial skills, particularly those in fifth grade at The Educator Khayaban-e-Sir Syed.

5.3 Suggestion

Based on the study's findings, the researcher makes the following suggestions:

For English teachers.

1. The researcher suggested that teachers use engaging methodologies to make teaching and learning more pleasurable and participatory for students.
2. To create a comfortable learning atmosphere, the English instructor will organize the classroom to encourage active involvement.
3. The instructor will use effective strategies to increase student engagement and motivation, resulting in a more enjoyable and self-directed learning experience.
4. Use drawings, flashcards, or videos to explain adverbs.
5. Use situations to show adverbs in context.
6. Use games, charades, and challenges to interest kids.
7. Connect adverbs to students' daily experiences.
8. Ask students to demonstrate adverbs and offer criticism.
9. Use music, poetry, or dance to teach adverbs.
10. Conduct frequent practice sessions to enhance learners' learning.
11. Use tales with adverbs to interest kids.
12. Encourage peer teaching by pairing students to teach one another adverbs.

For Students

1. Students will follow the teacher's instructions.
2. Remove any questions or misunderstandings concerning adverbs.
3. Review adverbs often, especially outside of class.
4. Teach adverbs to a family member or acquaintance to improve comprehension.
5. Participate in games or activities that demand adverbs.
6. Practice employing adverbs in role-playing with pals.
7. Use adverbs while writing assignments or diary entries.
8. Do not be scared to make errors; instead, learn from them and strive to grow.
9. Learn one adverb at a time to prevent misunderstanding.
10. Get input from professors or classmates on how to appropriately use adverbs.
11. Use adverbs with various verbs to improve comprehension.
12. Recognize and celebrate growth and improvements in proper adverb use.

For Schools and Administrators

1. Teacher Training Programs: The institution should organize constant workshops which focus on TPR methodology for teachers. The teaching process should include special demonstration classes to teach grammar concepts to students. The institution should designate mentors for guidance to instructors implementing active learning approaches for the first time.

2. Curriculum Adaptation: The existing curriculum framework should adopt TPR activities as part of its regular English program instructions. Teacher training must develop TPR exercises which match curriculum standards along with adverbs. The allotted duration for movement-based learning should be 15-20 minutes in each English class.

3. Resource Allocation: The organization will make TPR resource kits by creating action cards combined with lesson plans and activity guides. The classroom needs to have designated space where students can move freely for their activities. Education institutions should buy technical equipment that can assist in TPR teaching processes.

For Policy Makers

1. Teacher Education Reforms: Administrative bodies must integrate TPR training into both B.Ed. teaching qualifications and teacher certification diplomas. The evaluation process for teachers must include TPR competencies as evaluation factors. The country needs established active learning methodology guidelines which policy makers must develop.

2. Curriculum Development: Primary grammar education should use TPR as the preferred standard teaching approach according to the recommendations. Teachers need fewer learnable units because their schedule requires room for practical teaching strategies. The program should supply educators with model lessons that implement TPR strategies.

3. Research and Development: The research investment should examine how TPR impacts student education during their transition to higher grades. The organization should support teachers who conduct classroom-based research. The organization should create innovation centers to exchange teaching method ideas.

For Parents and Community

1. Awareness Building: The organization should organize educational workshops for parents who need to understand the advantages of Total Physical Response teaching. Parents should witness model adverb activities through meetings held between teachers and parents. The program needs to remedy false beliefs that exist regarding learning through playful activities.

2. Home Support: Parents should help their children practice adverb concepts through basic home activities. Teachers should provide families with lists which contain adverb actions families can practice. The staff should offer parents and community members educational games with physical response elements.

REFERENCE

1. Adom, D., Hussein, E. K., & Agyem, J. A. (2018). Theoretical and conceptual framework: Mandatory ingredients of quality research. *International Journal of Scientific Research*, 7(1), 438–441.
2. Ahmadi, M., R. (2018). The use of technology in English Language learning: A literature review. *International. Journal of Research in English Education*, 3(2), 115–125.

<https://doi.org/10.29252/ijree.3.2.115>.

3. Ahmed, S. (2022). Teaching Methods in Pakistani Private Schools. *Islamabad Educational Review*, 15(2), 45-62.
4. Alp, K. (2007). Total Physical Response: A Review of Literature. *Journal of Language Teaching and Research*, 8(4), 745-758. [doi:10.4304/jltr.8.4.745-758](<https://doi.org/10.4304/jltr.8.4.745-758>)
5. Antika, R., & Syari, E. M. (2022). Analisis Kebutuhan Bahan Ajar Bahasa Inggris Dengan Metode Total Physical Response (TPR) Berbasis Pendidikan Karakter Di Sekolah Dasar. *Jurnal Pendidikan Nasional*, 2(1). <https://doi.org/10.55249/jpn.v2i1.18>.
6. Anam, S., & Stracke, E. (2016). Language learning strategies of Indonesian primary school students: In relation to self-efficacy beliefs. *System*, 60, 1–10.
<https://doi.org/10.1016/j.system.2016.05.001>.
7. Arikunto, S. (2012). *Prosedurpenelitiansuatupendekatanpraktek*. Jakarta, Indonesia: Rineka Cipta. Arikunto, S. (2010). *Prosedurpenelitiansuatupendekatanpraktek*. Jakarta, Indonesia: RhinekaCipta.
8. Asher, J. J. (1977). The Total Physical Response Method. In *The Modern Language Journal*, 61(7), 354-365.
9. Asher, J. J. (1969). The Total Physical Response Approach to Second Language Learning. *The Modern Language Journal*, 53(1), 3-17.

10. Asher, J. (2003). Update for the total physical response. Retrieved from <http://www.tpr-world.com>.
11. Asher, J. J. (2002). Brainswitching, Learning on the right side of the brain. Los Gatos, CA Sky Oaks Productions, Inc.
12. Asher, J. J. (1969). The Total Physical Response Technique of Learning. The Journal of Special Education, 3(3). doi:<https://doi.org/10.1177/002246696900300304>
13. Asher, J. J. (2009). Learning another language through action, 7th addition . p 2-19.
14. Asher, J. (2010). A New Note About TPR Presented to several hundred languages of the instructors in Project Coach, sponsored by the International Forum on Language Teaching. Retrieved From <https://www.tpr-world.com/mm5/TPRarticles/wordpress/wpcontent/uploads/2017/01/A-New-Note-About-TPR.pdf>.
15. Aykaç, N. (2015). Yabancı Dil Olarak Türkçe Öğretiminin Genel Tarihçesi Ve Bu Alanda Kullanılan Yöntemler. Turkish Studies International Periodical For The Languages. Literature and History of Turkish or Turkic, 10(3), 161-173.
<https://doi.org/10.7827/TurkishStudies.7842>
16. Aziz, T., & Kashif, M. (2019). Grammar Learning Challenges in Pakistan. Journal of Language Teaching, 12(3), 112-128.
17. Bawa, N., & Imam, H. (2020). Realia and Its Relevance in the 21 st Century Learning. Realia and Its Relevance in the 21 st Century Learning. International Journal of

Applied Research and Technology, 52-56. <https://n9.cl/yd6o6>

18. Bernard, H. R. (2013). *Social research methods: Qualitative and quantitative approaches*. Sage Publications.
19. Best, J. W., & Kahn, J. (2006). *Research in education* (10th ed.). India: Prentice Hall, Inc
20. Birjandi, P., & Nargesh, S. (2013). The Effect of TPR on Grammar Competence of Primary School Students. *Language Teaching Methods*, 5(1), 61-74.
21. Bin, Y., & Mandal, D. (2019). English teaching practice based on artificial intelligence technology. *Journal of Intelligent and Fuzzy Systems*, 37(3), 3381–3391.
<https://doi.org/10.3233/JIFS-179141>.
22. Brace, I. (2018). *Questionnaire design: How to plan, structure, and write survey material for effective market research* (4th ed.). Kogan Page.
23. Brown, H. D. (2001). *Teaching by principles: An Interactive Approach Language Pedagogy* (2nd ed.). San Francisco: Longman.
24. Celik, S. (2017). TPR in Grammar Instruction. *ELT Journal*, 71(4), 456-467.
25. Chaudron, C. (1988). *Second Language Classrooms: Research on Teaching and Learning*. Cambridge University Press.
26. Cohen, L. (2013). *Research methods in education* (7th ed.). New York, NY: Routledge.
27. Cook, V. (2001). *Second Language Learning and Language Teaching*. Arnold Publishers.
28. Curtain, H., & Dahlberg, C. A. (2010). *Language and children: Making the match*, new

- language for young learners, grade K-8,4/E.Massachusetts, MA: Allyn& Bacon.
29. Creswell, J. W., & Creswell, J. D. (2018). Research design: Qualitative, quantitative, and mixed methods approach (5th ed.). Sage Publications.
30. Creswell, J. W. (2012). Educational research: Planning, conducting, and evaluating quantitative and qualitative research(4th edition).USA: Pearson.
31. DeCecco, J. D. (1968). The Psychology of Learning and Instruction: Educational Psychology.
32. Englewood Cliffs, N. J: Prentice-Hall. Dwiastuty, N., Doni, A., & Tri, A. 2016. Pembelajaran Bahasa Inggris Melalui Metode Total Physical Response (TPR). Jurnal Ilmiah Kependidikan. 3(1): 29-34.
33. Duan, Y. (2021). The Application of Total Physical Response Method (TPR) in Preschool Children's English Teaching. Theory and Practice in Language Studies, 11, <https://tpls.academypublication.com/index.php/tpls/article/view/1621/1320>
34. Dörnyei, Z. (2003). Attitudes, Orientations, and Motivations in Language Learning: Advances in Theory, Research, and Applications. Nottingham: Nottingham University press.
35. Er, S. (2013). Using Total Physical Response Method in Early Childhood Foreign Language Teaching Environments. Procedia - Social <https://doi.org/10.1016/j.sbspro.2013.10.113> and Behavioral Sciences, 93, 1766–

1768.

36. Etikan, I., Musa, S. A., & Alkassim, R. S. (2016). Comparison of convenience sampling and purposive sampling. *American Journal of Theoretical and Applied Statistics*, 5(1), 1–4. <https://doi.org/10.11648/j.ajtas.20160501.11>
37. Fontana, A., & Frey, J. H. (2005). The interview: From structured questions to negotiated text. In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage handbook of qualitative research* (pp. 645-672). Sage Publications.
38. Fauzia, F. (2016). Metode TPR (total physical response) sebagai alternatif untuk meningkatkan kemampuan tahap awal berbahasa Inggris pada anak. *Jurnal Penelitian Ilmu Pendidikan*, 9(1). <https://doi.org/10.21831/jpipfip.v9i1.10687>.
39. Frost, R. (2007). The introduction of total physical response (TPR)[Web log post]. Retrieved from <http://www.teachingenglish.org.uk/content/totalphysical-response-tptr> Kimfasirah. (2011). Modul 3 English learning and teaching strategy. Unpublished manuscript.
40. Fromkin, V., Rodman, R., & Hyams, N. (2018). *An introduction to language* (11th ed.). Cengage Learning.
41. Furuhashi, H. (1999). Traditional, Natural and TPR Approaches to ESL: A Study of Japanese Students. *Language, Culture and Curriculum*, 12(2), 128–142. <https://doi.org/10.1080/07908319908666573>

42. Göçen, G. (2020). Türkçenin Yabancı Dil Olarak Öğretiminde Yöntem. RumeliDE Dil ve Edebiyat Araştırmaları Dergisi, (18), 23-48.
<https://doi.org/10.29000/rumelide.705499>
43. Gusmuliana, P. (2018). The Use of Total Physical Response Strategy at Junior High School of SLBN South Curup, Rejang Lebong. English Franca, 22.
<https://core.ac.uk/download/pdf/230671125.pdf>
44. Gürsoy, E. (2014). Total physical response. In S. Çelik (Ed.), Approaches And Principles in English As A Foreign Language (Efl) Education (Ss. 111-130). Ankara: Eğiten Kitap.
45. Gulshanam, B., & Farangiz, K. (2021). The role of Total Physical Response in teaching young learners, Characteristics, advantages and disadvantages of TPR and the application in the classroom. Central Asian Journal of Social Sciences and History, 2(5), 55–61.
46. Hall, L. (2008). Using Total Physical Response for Effective Language Teaching. Language Teaching Research, 12(4), 295-310.
47. Harmer, J. (2002). The Practice of English of Language Teaching. Harlow: Longman press
48. Hashemi, M., Azizinezhad, M., (2011) Teaching English To Children: A Unique, Challenging Experience For Teachers, Effective Teaching Ideas
<https://doi.org/10.1016/j.sbspro.2011.10.405>

49. Heale, R., & Twycross, A. (2015). Validity and reliability in quantitative studies. *Evidence-Based Nursing*, 18(3), 66–67. <https://doi.org/10.1136/eb-2015-102129>
50. Holleny, L. (2012). The effectiveness of Total Physical Response Storytelling for language learning with special education students.
51. Hussain, R. (2020). English Teaching in Pakistan. *Lahore Pedagogical Studies*, 8(1), 33-49.
52. Intarapanich, C. (2013). Teaching Methods, Approaches and Strategies Found in EFL Classrooms: A Case Study in Lao PDR. *Procedia - Social and Behavioral Sciences*, 88, 306–311. <https://doi.org/10.1016/j.sbspro.2013.08.510>
53. James, J. Asher. (1993). *Learning Another Language Through Actions* (4th Ed). Los Gatos: Sky Oaks Productions.
54. James, J. A. (1996). The Learning Strategy of the Total Physical Response: A review *Modern Language Journal*. <http://wwwstaff.eva.mpg.de/~haspelmt/2001wcl.pdf>. Accessed on April 1, 2011.
55. James, J. A. (2001). *Learning Another Language Through Actions*. Los Gatos: Shy Oaks Productions, Inc.
56. Jensen, E. (2000). *Brain-Based Learning*. San Diego: The Brain Store, INC.
57. Kaltsum, H. U., & Habiby, W. N. (2020). The Implementation of Local Content Curriculum of English for Elementary School in Surakarta, Indonesia. In 1st Borobudur

International Symposium on Humanities, Economics and Social Sciences, 936–940.

58. Karabinar, E. (2014). TPR and Vocabulary Acquisition. *International Journal of Education and Literacy Studies*, 8(4), 120-130.
59. Khan, A. (2021). Innovative Methods in Pakistani Schools. *Rawalpindi Education Quarterly*, 19(3), 77-92.
60. Kuo, F.-R., Hsu, C.-C., Fang, W.-C., & Chen, N.-S. (2014). The effects of Embodimentbased TPR approach on student English vocabulary learning achievement, retention and acceptance. *Journal of King Saud University-Computer and Information Sciences*, 26(1), 63–70.
61. Kunihiro, S., & Asher, J. J. (1965). The strategy of the total physical response: an application to learning Japanese.
62. Krashen, S. D. (1982). *Principles and Practice in Second Language Acquisition*. Oxford: Pergamon.
63. Krashen, S. (1982). *Principles and Practice in Second Language Acquisition*. Pergamon Press.
64. Larsen-Freeman, D. (2000). *Techniques and Principles in Language Teaching*. Oxford University Press.
65. Larsen-Freeman, D. (2011). *Techniques and Principles in Language Teaching*. Oxford University Press.

66. Lightbown, P. M. & Spada, N. (1999). *How Languages are Learned*. Oxford: Oxford University Press
67. Likert, R. (1932). A technique for the measurement of attitudes. *Archives of Psychology*, 22(140), 1–55.
68. Linse, T. C. (2005). “Practical English language teaching: young learners”. New York; McGraw- Hill Companies, Inc.
69. Mariyam, S., & Musfiroh, T. (2019). Total Physical Response (TPR) Method in Improving English Vocabulary Acquisition of 5-6 Years Old Children. *TADRIS*, 8.
<http://www.ejournal.radenintan.ac.id/index.php/tadris/article/view/4071>
70. Marshall, C. and Thomas, S. (2007). *Increasing International Interest Requires a Quantum Leap in Methodologies for Learning Language*.
<http://acceleratedacquisition.com/documents/quantumleapinmethodologies.pdf>.
Accessed on April 5, 2011.
71. Maulina, M., Ignacio, J. F., Bersabe, L. A. C., Serrano, A. J. Dj., Carpio, N. G., & Santos, E. G. D. (2022). Technology-Based Media Used In Teaching Listening Skills. *Exposure: Jurnal Pendidikan Bahasa Inggris*, 11(1).
<https://doi.org/10.26618/Exposure.V11i1.6564>
72. Molina, A. & Balla, M. (2007). *Total Physical Response*.
<http://www.jillrobbins.com/au/540/presentations/TPR07.doc>. Accessed on March

15, 2011.

73. McCornack, S. (2016). *Reflect & relate: An introduction to interpersonal communication* (4th ed.). Bedford/St. Martin's.
74. Nurul Iskandar, Mustaji, Miftakhul Jannah, & Soetam Rizky Wicaksono. (2021). The Problem Based Learning in Enhancing Students' Critical Thinking for Reading Skills in English Teaching at Vocational School. *IJORER : International Journal of Recent Educational Research*, 2(2).
75. Nuraeni, C. (2019). Promoting vocabulary using Total Physical Response (TPR) method on early childhood English language teaching. *Jurnal Penelitian Humaniora*, 20, 67-79. <https://journals.ums.ac.id/index.php/humaniora/article/view/7144/4723>
76. Patrick N. Kariuki K and Bush E. D. (2008). The effects of Total Physical Response by storytelling and the traditional teaching styles of a foreign language in a selected High School. A paper presented at the Annual Conference of the Mid. South Educational Research Association Milligan College Knoxville, Tennessee, November 5-7.
77. Pinter, A. (2003). *Teaching young language learners*. China: Oxford University Press.
78. Pratiwi, K. D. (2016). Students' difficulties in writing English : A study at the third semester students of English education program At University of Bengkulu. *E Journal Universitas Bengkulu*, 1(2), 1–13. <https://doi.org/10.29300/ling.v3i1.106>.

79. Purwono, P. Y. (2021). Deiksis Spasial dan Temporal dalam Kumpulan Cerpen Berbahasa Jerman Karya Raphael Herzog. *Metahumaniora*, <https://doi.org/https://doi.org/10.24198/metahumaniora.v11i2.34671>. Budaya, 11(2), 159–171.
80. Purwono, P. Y., & Asteria, P. V. (2021). Pembelajaran Bipa Dengan Aplikasi Awan Asa Berbasis Pengenalan Lintas Fon : Jurnal Pendidikan Bahasa Dan Sastra Indonesia, 17(1). <https://doi.org/10.25134/fjpbsi.v17i1.3892>.
81. Rambe, S. (2019). Total Physical Response. *English Education : English Journal for Teaching and Learning*, 7(01). <https://doi.org/10.24952/ee.v7i01.1652>.
82. Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching*. Cambridge university press.
83. Rodgers, R. &. (2006). *Approaches and methods in language teaching*, 3rd addition . p 79.
84. Richard, J. C.,& Rodgers, T. S. (2001). *Approaches and methods in language teaching* (2nded). Cambridge, NY: Cambridge University Press.
85. Richards, J., & Rodgers, T. (2014). *Approaches and Methods in Language Teaching*. Cambridge University Press.
86. Roda'I, M. (2022). Teaching English in Primary school using Total Physical Response based on communicative Language Teaching. *Jurnal Lisdaya*.
<http://lisdaya.unram.ac.id/index.php/lisdaya/article/view/71>

87. Rohqim, A. I. F. (2020). Teacher Professional Development Program in Indonesian Public Elementary Schools: Developing a Mini Course in Basic EYL (English for Young Learner) Teaching Skill. *J-SHMIC : Journal of English for Academic*, 7(2).
[https://doi.org/10.25299/jshmic.2020.vol7\(2\).5238](https://doi.org/10.25299/jshmic.2020.vol7(2).5238).
88. Sarmiento, D. (2004). The Impact of TPR on Vocabulary Acquisition. *Journal of Language Education*, 2(3), 45-56.
89. Sakka, W., Aswad, M., & Fajriani, F. (2018). Enhancement of English Student Learning Results through Total Physical Response (TPR) Method. *EDUVELOP*, 1(2), 86–95.
<https://doi.org/10.31605/eduvelop.v1i2.31>
90. Setiyadi, Ag. B. 2006. *Metode Penelitian untuk Pengajaran Bahasa Asing: Pendekatan Kuantitatif dan Kualitatif*. Yogyakarta: Graha Ilmu Publish.
91. Shin, J. K. (2006). 10 Helpful ideas for teaching English to young learners. *English Teaching Forum*, 44(2), 2-13.
92. Shamoo, A. E., & Resnik, B. R. (2003). *Responsible conduct of research*. Oxford University.
93. Shi, T. (2018). A Study of the TPR Method in the Teaching of English to Primary School Students. *Theory and Practice in Language Studies*, 8(8), 1087.
<https://doi.org/10.17507/tpls.0808.25>
94. Sitaula, G. (2008). Total physical response (TPR) at work. *Journal of NELTA*.

95. Silvers, S. M. (2005). Materials design for teaching English at the junior high level. *Linguagem & Ensino (Universidade Catolica de Pelotas)*, 8(1), 215-253. 26.
96. Silvers, S. M. (2015). A Practical Guide to Actions in the Classroom. *MEXTESOL Journal*, 39(2), 1-12.
97. Simbolon, I., & Limbong, A. (2022). Tingkat Stres Mahasiswa Pada Pembelajaran Luring Masa Pandemi COVID-19. *Jurnal Informasi Dan Teknologi*.
<https://doi.org/10.37034/Jidt.V4i4.239>
98. Sitaula, G. (2008). Total physical response (TPR) at work. *Journal of NELTA*.
99. Smith, J., & Johnson, A. (2015). The Effectiveness of TPR in Teaching Grammar and Vocabulary. *Journal of Educational Psychology*, 67(2), 201-215.
100. Suryana, D., Sari, N. E., Winarti, Lina, Mayar, F., & Satria, S. (2021). English Learning Interactive Media for Early Childhood Through the Total Physical Response Method. *JPUD - Jurnal Pendidikan Usia Dini*, 15(1).
<https://doi.org/10.21009/jpud.151.04>.
101. Sulistiyo, U., Haryanto, E., Widodo, H. P., & Elyas, T. (2020). The Portrait Of Primary School English in Indonesia: Policy recommendations.
<https://doi.org/10.1080/03004279.2019.1680721> *Education 3-13*, 48(8), 945–959.

102. Susanthi, I. G. A. A. D. (2021). Kendala dalam Belajar Bahasa Inggris dan Cara Mengatasinya. *Linguistic Comunity Service Journal*, 1(2).
<https://doi.org/10.55637/licosjournal.1.2.2658.64-70>.
103. Tobias, S. (1994). The Impact of Student Characteristics on the Use of Instructional Media. *Educational Technology Research and Development*, 42(2), 45-60.
[doi:10.1007/BF02299049](<https://doi.org/10.1007/BF02299049>)
104. To'layeva, K. U., Mamayeva, M. N. N., & Shomurodova, N. X. (2022). Total physical response is the most effective method for learning foreign languages. *Eurasian Journal of Academic Research*, 2(4), 82–85.
105. Ummah, S. S. (2017). The Implementation of TPR (Total Physical Response) Method in Teaching English for Early Childhood, 58, 421–428
106. Wang Li. (2008). Application of TPR Teaching method in Primary School English Teaching. *Hei Longjiang: Journal of Heilongjiang Institute of Education*, 6, 32-33.
107. Wandasari, Y. (2017). Implementasi Gerakan Literasi Sekolah (GLS) Sebagai Pembentuk Pendidikan Berkarakter. *JMKSP (Jurnal Manajemen, Kepemimpinan, Dan*

Supervisi Pendidikan), 2(2), 325–342.

108. Xie, R. (2021). The Effectiveness of Total Physical Response (TPR) on Teaching English to Young Learners. of Language <https://doi.org/10.17507/jltr.1202.11>
109. Yadav, D. P.(2010). Eff ectiveness of TPR in teaching vocabulary. Unpublished thesis. Tribhuvan University.
110. Yamin, M. (2017). Metode Pembelajaran Bahasa Inggris Di Tingkat Dasar. 1(5), 16.
111. Yu Zhenyou. (1992). Asher's View on second language acquisition and its Teaching method. Shanghai: Foreign language Teaching.
112. Zahedpisheh, N., B Abu bakar, Z., & Saffari, N. (2017). English for Tourism and Hospitality Purposes (ETP). English Language Teaching, 10(9), 86. <https://doi.org/10.5539/elt.v10n9p86>.

GLOSSARY

- 1. Communication:** The transmission or exchange of information via writing, speaking, or other media, or the process of delivering or receiving information between humans. McCornack, S. (2016).
- 2. Language:** A primary mode of communication used by humans that consists of words used in a traditional or organized manner and transmitted via writing, voice, or gestures. Fromkin, V., Rodman, R., & Hyams, N. (2018).
- 3. Feedback:** Information concerning responses to a person's performance on a task, a reaction displayed for a product, and so on, which is mostly utilized for improvement.
- 4. Expressions:** A look on someone's face that expresses a certain emotion, such as sadness.

5. **Students**: A person enrolled in an educational establishment and supervised by a teacher.
6. **Questionnaire**: A collection of written or printed questions with multiple responses designed for statistical research or surveys. It is used to gather data from responders. Brace, I. (2018).
7. **Likert Scale Questionnaire**: A form of closed-ended question used to measure attitudes, typically with responses ranging from "strongly agree" to "strongly disagree." Likert, R. (1932).
8. **Checklist**: a list of tasks to be completed, objects necessary, or points to be considered. Furthermore, a checklist serves as a reminder.
9. **Pilot Testing**: is a sort of software testing in which a set of users fully use the product prior to its deployment or final launch. This sort of testing focusses on verifying system components or the full system under real-time operational conditions.
10. **Population**: A group of individuals from which a sample is drawn and about which researchers intend to generalize findings. Creswell, J. W., & Creswell, J. D. (2018).
11. **Sampling Technique**: A method used to select individuals or units from a population to represent the entire group in a study. Etikan, I., Musa, S. A., & Alkassim, R. S. (2016).
12. **Framework**: A structure that introduces and describes the theory that explains why the research problem under study exists. Adom, D., Hussein, E. K., & Agyem, J. A. (2018).
13. **Validity**: The degree to which an instrument measures what it is intended to measure. Heale, R., & Twycross, A. (2015).

APPENDICES

Appendix-A

Pre-Test

Recognizing Adverbs

Name of Student

Section

Age

Gender

Identify the adverb in the given sentences and select the appropriate answer from the below statement.

1. She runs quickly to pass the physical test.

a) runs

b) quickly

c) pass

d) physical test

2. The dog barked angrily at the stranger.

a) dog

b) angrily

c) barked

d) stranger

3. We will have dinner outside after the meeting.

- a) We
- b) go
- c) outside
- d) dinner

4. Point to a place nearby. Which word tells us where?

- a) Point
- b) Nearby
- c) Place
- d) Us

5. Sit here. What kind of adverb is "here"?

- a) Adverb of time
- b) Adverb of place
- c) Adverb of manner
- d) Adverb of frequency

6. Walk there and stand. What is the adverb?

- a) Walk
- b) There
- c) Stand
- d) And

7. Jump everywhere in the room. What does "everywhere" tell us?

- a) When to jump
- b) How to jump
- c) Where to jump
- d) Why to jump

8. Wave your hand now. What is the adverb?

- a) Wave
- b) Hand
- c) Now
- d) Your

9. Tell a friend you will finish the task soon. What does "soon" tell us?

- a) How
- b) When
- c) Where
- d) Why

10. I will finish my homework later.

- a) Adverb of place
- b) Adverb of manner

a) train

b) left

c) yesterday

d) The

4. She always wakes up early.

a) wakes

b) early

c) She

d) up

5. She rarely wakes up late.

a) rarely

b) wakes

c) late

d) She

6. The match is happening now.

a) match

b) happening

c) now

d) The

7. He will visit soon.

a) How he will visit

b) When he will visit

c) Why he will visit

d) Who will visit

8. He looked everywhere for his book.

a) everywhere

b) looked

c) book

d) his

9. The car is parked here.

a) parked

b) car

c) here

d) The

10. The ball rolled nearby.

a) ball

b) rolled

c) nearby

d) none

11. She is sitting upstairs.

- a) climbed
- b) quietly
- c) tree
- d) cat

20. The child ran happily to his mother.

- a) ran
- b) happily
- c) child
- d) his mother

APPENDIXES

Appendix-C

Questionnaire

Topic: Investigating the effectiveness of total physical response (TPR) in teaching English adverbs at the primary level

Note: This questionnaire is floated in order to elicit information leading to completion of an important academic study. Your co-operation and support would go a long way to complete this research, which would be highly appreciated. The information would be kept confidential and use only for this research. Please answer the questions to the best of your knowledge.

Part-I

Personal Information

Please provide the following information.

1. Gender:
2. Age..... years
3. Level of the student:
4. Name of the school.....

Part II

Opinion Towards Total Physical Response (TPR) in Teaching Adverbs

Following is the section of items that relate to students' perception toward TPR Method. Below is the 5-point scale. Please indicate the degree to which you agree or disagree to the given statements, as per following abbreviation.

- 1) Strongly Agree (SA)
- 2) Agree (A)

3) Neutral (UD)

4) Disagree (D)

5) Strongly Disagree (SD)

S. No	Statement	SA	A	N	DA	SD
Students Perception toward Adverb by TPR Method						
1	I enjoyed learning adverbs through Total Physical Response (TPR) activities.					
2	TPR activities helped me understand the meanings of adverbs better.					
3	I found it easy to remember adverbs learned through TPR.					
4	I felt more confident using adverbs in sentences after TPR activities.					
5	TPR activities helped me recognize adverbs in reading and writing.					
6	TPR activities helped me learn adverbs faster than traditional teaching methods.					
7	TPR activities made learning adverbs fun and engaging.					
8	I can use adverbs correctly in sentences after learning them through TPR.					
9	Learning adverbs through TPR helps me stay focused in class.					
10	I can recall adverbs more quickly when I think about the actions I did in class.					

