



## Developing a Hybrid of Suggestopedia and Total Physical Response (TPR) to Enhance English Vocabulary Mastery in Elementary Learners

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### ABSTRACT

**Purpose** – This study investigates the effectiveness of combining Suggestopedia and Total Physical Response (TPR) methods to enhance English vocabulary acquisition in elementary learners using a Pocket English Dictionary. The research aims to address the limited vocabulary proficiency among young learners by integrating psycholinguistic and kinesthetic approaches in a tangible format.

**Methodology** – The research utilized a modified Borg and Gall development design with the ADDIE model (Analysis, Design, Development, Implementation, Evaluation). A purposive sampling method selected 25 sixth-grade students from State Elementary School 091550 in Rajamaligas. Data were collected through observations, interviews, questionnaires, and pre- and post-tests, analyzed using descriptive statistics and paired sample t-tests.

**Findings** – The study found a significant improvement in vocabulary achievement, with average student scores increasing from 44 (pre-test) to 92 (post-test) ( $p < 0.05$ ,  $d = 1.56$ ). The validation of media and materials received high scores (92% and 87%), with 94% positive feedback from teachers. The hybrid method of auditory and physical engagement facilitated better retention in a relaxed learning environment.

**Novelty** – This research contributes by integrating psycholinguistic and kinesthetic methods with a tangible dictionary medium, an approach not explored in previous studies.

**Significance** – The findings benefit elementary educators, curriculum developers, and educational media designers seeking effective tools for enhancing vocabulary acquisition in young learners.

**Keywords:** Development; Suggestopedia; Total Physical Response (TPR); Vocabulary.

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## 1. Introduction

English as a universal language in daily life and academics, whether as a first, second, or foreign language, is crucial for communication worldwide. Mastering English is essential as it facilitates global interaction. In Indonesia, English is mandatory from junior high school to university, teaching listening, speaking, reading, and writing skills. However, vocabulary remains a challenge, especially for junior high students new to English or without prior elementary instruction. This lack of vocabulary hinders their language comprehension and expression. Improving students' language skills depends on the quantity and quality of their vocabulary. Therefore, a lack of mastery of English vocabulary will certainly hinder students' development of English language skills such as listening, speaking, reading, and writing.

Students at SD Negeri 091550 in Rajamaligas face difficulties in English, primarily due to limited vocabulary. Traditional methods, such as memorisation, have shown little impact on their learning achievement. Moreover, uninspiring teaching methods have left students disinterested, particularly in mastering vocabulary, pronunciation, and comprehension.

Teachers play a crucial role in creating an active, innovative, and enjoyable learning process because they interact directly with students as both the objects and subjects of study. Learning, as a teaching and learning process, naturally has various interconnected components. These components include objectives, teachers, students, materials, methods, media, and evaluation tools. The learning atmosphere is highly dependent on the teacher's delivery of the material. A positive learning atmosphere can be achieved by selecting methods that align with the learning objectives.

According to Dardjowijoyo (1996), there are five sophisticated approaches in language teaching, such as Community Language Learning, Total Physical Response, the Natural Approach, the Silent Way and Suggestopedia. This current approach is the priority for the role and the needs of the students. Because of that, the researcher considers using one of them to prove the effectiveness of suggestopedia in language teaching. Suggestopedia is the humanistic approach that prioritises the student's needs. Meanwhile, TPR is an approach in language teaching which developed by James Asher, an American psychologist, when the implementation is based on how children acquire their mother language. Understanding is the integral aspect of the TPR method. The findings which support Asher's theory are that some of us teach the language unsuccessfully, since we ignore the natural order when acquiring languages.

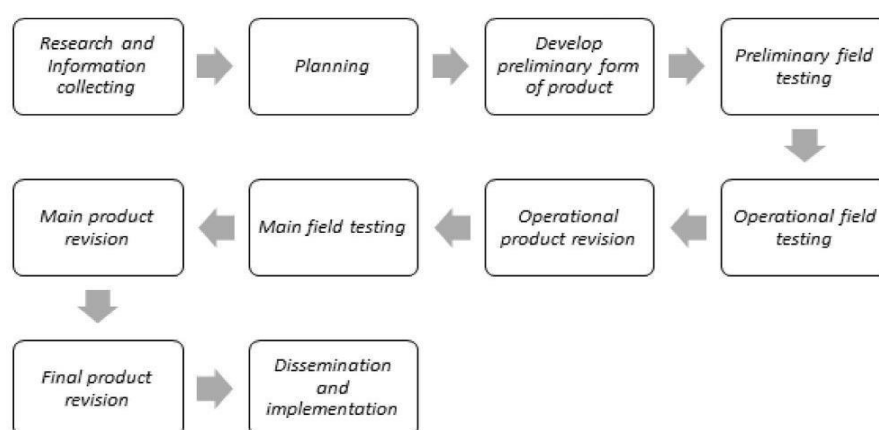
A method is defined as a series of steps in teaching and learning activities to achieve learning objectives set based on curriculum requirements. Skill in designing, implementing, and evaluating the learning process is a teacher's responsibility. An educator must have the right strategy for the learning process for students to achieve goals that can create an effective and efficient learning process. Teaching and learning activities have several components, such as objectives, materials, teaching and learning methods, tools, and learning resources.

The learning activities will be more interesting when followed by physical activities. Physical activities can reduce children's anxiety, which reduces the affective filter which

facilitates language learning. These physical activities refer to the direct and spontaneous activities in language learning, since the children need direct involvement when learning [3]. Children show their understanding through their native language by making physical responses. The choice of the language learning method will affect the learning success. Any improvements in language learning through new methods and approaches will make an innovation in our understanding of language and how language occurs. Therefore, this research aims to identify how the hybrid of Suggestopedia and the Total Physical Response (TPR) method can enhance vocabulary acquisition in elementary learners.

## 2. Methods

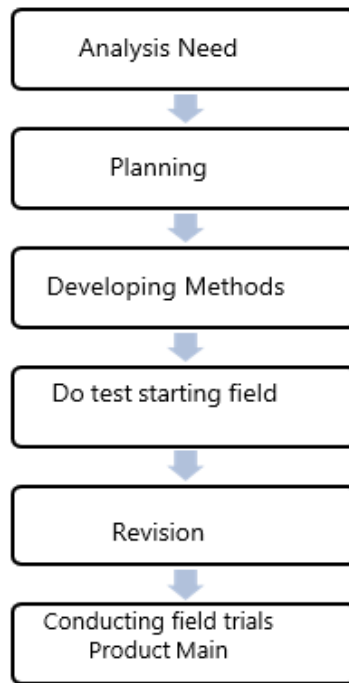
The development of Suggestopedia and Total Physical Response (TPR) Learning media grounded in English vocabulary employed a Research and Development (R&D) approach adapted from the Borg and Gall model. Although the original framework consists of ten stages, this study implemented only six key phases due to practical limitations related to time and scope. The selected stages provided a focused yet systematic process for media development, beginning from initial analysis to small-scale trials. The research and development steps can be seen in the image below:



**Figure1.** Chart of Steps for Using the Borg & Gall Method

The Borg & Gall method is one of the approaches commonly used in development research, particularly in the field of education. This method is designed to assist researchers in designing, developing, and testing the effectiveness of a product or learning model. By using a systematic series of steps, Borg & Gall enables researchers to evaluate the success of a teaching product or curriculum through a structured process.

In the following diagram, the steps involved in applying the Borg & Gall method are presented. The process begins with problem identification and concludes with the trial and evaluation of the developed product. Each step in this method plays an important role in ensuring that the developed product meets the desired goals and is effective for broader implementation contexts. However, to simplify and shorten the product design process, researchers limit only 6 steps. The researchers also adapt to the development process can be seen below:



**Figure 2.** Chart of steps for using the Borg & Gall method

### 2.1 Study Literature for Analysis Need

The first step is the analysis needed. This step is used to seek information on how important products will be developed based on existing learning objectives. In which there is a literature review, a review literature. This step is intended to gather several findings that will be conducted (Gall & Borg, 1983). The literature review in this study relates to interviews as a foundation of knowledge for the development of educational products. In this step, researchers interviewed the English language teacher and also the students of VI elementary school.

### 2.2 Planning

The next step is planning, which involves studying the material, lesson plans, and validation instruments. R&D research planning includes: 1) formulating research objectives; 2) estimating funding, personnel, and time; 3) formulating researcher qualifications and the forms of participation in the research.

### 2.3 Development Design

This step includes: 1) Determining the product design to be developed (hypothetical design); 2) determining the means and infrastructure research needed during the research and development process; 3) determining the stages of implementing design tests in the field; 4) determining the job descriptions of the parties involved in the research.

### 2.4 Field Test

This step is to get an evaluation from the learning Language English media. This Trial beginning consists of from the first test, is small group, to determine whether the Moodle-based English learning media developed was feasible and its design was appropriate for learning. At this stage, subjects accessed the learning method that had been created.

## 2.5 Revision

After all the data was collected, data from several validators was analysed, and necessary revisions were made.

## 2.6 Product Field Test

The purpose of this main product field test was to determine whether the developed Suggestopedia learning media met the expectations of the study. Researchers tested Suggestopedia-based and Total Physical Response (TPR) learning media on independence and learning outcomes.

## 2.7 Instrument Grid

Product development involved expert review by English language experts, media experts, and instructional design experts, as well as a one-to-one evaluation trial on sixth-grade elementary school students and a feasibility test. The instrument grid used for the expert review and student trials was compiled based on the National Education Standards Agency (BSNP), which is presented below:

**Table 1 - Data Collection Instruments**

No.	Data	Respondents	Amount	Instrument's Shape
1.	Needs Analysis	English teacher Elementary school	1 person	Interview
		Sixth Grade Elementary School Students	2 people	Interview
2.	Test Member (Expert Review)	Lecturer, Subject Matter Expert, English	1 person	Questionnaire
		Lecturer Media Expert	1 person	Questionnaire

The table above is a data collection instrument that will be carried out by researchers in the research and development process, respondents involved in data collection, the number of respondents, and the form of instruments that will be given to each respondent, according to the form of trial or assessment to be carried out. The respondents involved in the field trial were grade VI students of SD Negeri 091550 Rajamaligas, while the expert review involved lecturers from Elementary School Teacher Education (PGSD), English Language Education and Computer Science Education at the Faculty of Teacher Training and Education (FKIP) HKBP Nommensen University, Pematangsiantar.

**Table 2 - Grid of Needs Analysis Interview Instrument for English Teachers**

No.	Aspect	Indicator	Item No.
1.	Competence	Competencies that students must achieve in English learning in grade VI of elementary school	1
		English language competency achievement level in grade VI of elementary school	2
		Difficulties experienced by students in learning English	6
2.	Teaching materials	Teaching materials used in grade VI of elementary school	3
		The need for teaching materials in the use of teaching materials in grade VI of elementary school	5

No.	Aspect	Indicator	Item No.
		Lack of existing teaching materials	7
		The existence of supplementary teaching materials	8
		Compliance of teaching materials with the National Education Standards Agency (BSNP)	4
		The ability of teaching materials to help students achieve English language competencies in grade VI of elementary school	5
		Methods used in learning	9
3.	Method	English in grade VI of elementary school	
		The most suitable method to use in learning English in grade VI of elementary school	10
Amount			10

The table above presents a grid of instruments that will be utilised in the analysis of teaching material needs at SD Negeri 091550 Rajamaligas. This needs analysis was carried out by distributing questionnaires to sixth-grade elementary school students as part of an English learning assessment. By collecting and analysing student responses, the study aims to identify the specific requirements and gaps in the current teaching materials, which will help in the development of more effective and tailored English learning for the students.

**Table 3 - Grid of Needs Analysis Interview Instrument for Grade VI Students**

No.	Aspect	Indicator	Item No.
1.	Material	English material that is considered difficult	4.5
		Teaching materials used in class IV	1
2.	Teaching materials	Physical Quality of Teaching Materials	6
		Desired teaching materials	7
3.	Method	English learning activities in class	3
		How teachers teach	2
Amount			7

The results of this analysis will provide valuable insights into enhancing the quality and relevance of the curriculum.

**Table 4 - Assessment Instrument Grid for Media Expert Test**

No.	Aspect	Indicator	Item No.
1.	Book Size	Size	1
		Layout	2,3,4,5,6,7
2.	Book Cover Design	Typography	8,9,10,11
		Illustration	12,13,14
		Content layout	15,16,17,18,9,20
3.	Book Content Design	Typography	21,22,23,24,25
		Illustration	26,27,28,29,30
Amount			30

The table above outlines the instruments that will be used to assess the resulting teaching materials. The assessment will be conducted through an expert review by a media material expert. Assessment of teaching materials is carried out by paying attention to aspects related to the media presented in the form of statement items in the assessment instrument.

**Table 5 - Instrument Grid for Material Expert Test**

No.	Aspect	Indicator	Item No.
1.	Content/Material	Vocabulary teaching materials contain the main components of teaching materials	1
		Compliance of content/material with SK and KD	2
		Content/material supports the achievement of SK, KD and indicators	3
2.	Presentation	Able to increase students' vocabulary	6
		Suitability of teaching materials to student characteristics	
		Encourage collaboration between users of teaching materials	5
3.	Use of Language	Language suitability to students' level of understanding	7,8,9,10
		Use of punctuation	11
4.	Effectiveness	Use of Illustrations	12,13,14,15,16
		Compliance with	17
5.	Total Physical Method	Introducing stage	18
		Modeling stage	19
		Practicing stage	20
	Response (TPR)	Applying stage	20
	Amount		20

The table above outlines the instruments that will be used to assess the resulting teaching materials. The assessment is conducted through an expert review by an instructional design expert. Assessment of teaching materials is carried out by paying attention to aspects related to the media presented in the form of statement items in the assessment instrument.

### 3. Results and Discussion

#### 3.1. Results

Based on the research and development activities conducted using the Borg and Gall model—specifically implementing six key stages—the following findings were obtained at each phase.

##### 3.1.1 Analysis Stage

For needs analysis on November 19, 2024, the researcher interviewed Mrs Eva, S.Pd, as an English teacher for class VI of SD Negeri 091550 Rajamaligas. The interview aimed to find out what problems occurred in the class during the English learning process, namely, the learning media used was still minimal, learning using technology and limited teacher

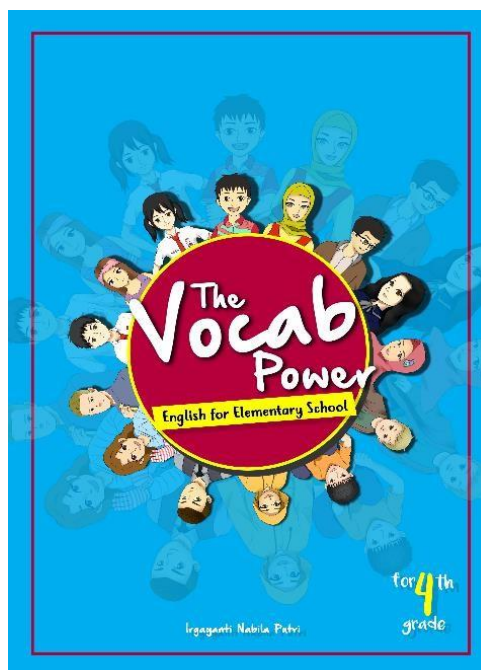
abilities. Analysis of the media learning devices available in class VI of SD Negeri 091550 Rajamaligas was only in the form of simple media in the form of printed images so that researchers needed to develop a learning method using the help of a pocket English dictionary with the title "The Vocabulary Power" which was expected to be able to attract attention and enthusiasm in learning activities taking place in class. The developer chose the title of the book so that book users would be interested in knowing the contents of the book related to vocabulary and the importance of learning vocabulary.

The analysis of students aims to identify their characteristics based on the development of attitudes, knowledge, and skills in the use of learning methods during the teaching process in class VI of SD Negeri 091550 Rajamaligas. Based on the analysis of students, it is known that in the delivery of learning materials, students still have difficulty remembering basic vocabulary. It is known that the delivery of learning materials makes students prefer learning activities if they are taught using concrete media because it will make learning more varied and more interesting for students.

Curriculum and materials analysis is crucial for determining the curriculum to be used at the school. This analysis is used to adjust the selected materials to the required media. The curriculum implemented is the Independent Curriculum. The learning materials in this development research are Unit 7 "About the Things, " an English vocabulary textbook based on the Total Physical Response (TPR) method for sixth-grade elementary school.

### **3.1.2 Design Stage**

At this design stage, the researcher designed a pocket English vocabulary media with the title "The Vocabulary Power" as a container by adjusting to the results of the analysis carried out. The components of the pocket English vocabulary media contain a collection of English vocabulary that is in accordance with the material of unit 7, which contains adjectives and nouns.



**Figure 3.** The Cover Product Design



The initial design of the size of the pocket English dictionary developed was A4 portrait (210mm x 297mm) with the intention that the book would be comfortable to hold by students, the presentation of images and writing was not too small to be seen and read. The cover uses 260gr art carton paper with soft laminating intended so that the thickness of the front cover, back cover, and spine of the book is appropriate, not too thick or too thin to cover the contents of the book.

### ***3.1.3 Development Stage***

At this stage, the activities carried out were product development and validation. The resulting product was a printed pocket English dictionary. The material and questions within the dictionary were reviewed by collecting sources, references, and images related to the Unit 7 "About the Things" material.

#### ***3.1.3.1 Media Expert Validation***

The validation of the learning media was carried out by Mr Reagan Saragih, S. Kom., M. Kom., a lecturer in the Computer Science Study Program at HKBP Nommensen University, Pematangsiantar. The validation process was carried out

The two-stage process, with the first stage receiving a score of 57% with the criteria of "Quite Suitable" and requiring revisions based on the suggestions and input from the media design validator lecturer. After completing the revisions based on the suggestions and input from the design expert validator lecturer, the researcher validated the application again and obtained a score of 87% with the criteria of "Very Suitable."

#### ***3.1.3.2 Validation by Material Experts***

The validation of the material expert was carried out by a lecturer of the English Language Education Study Program, HKBP Nommensen University, Pematangsiantar, namely Dr. Bernieke AR Damanik, S.Pd., M. Hum. This validation process was carried out in one stage where in the initial stage, the lecturer made a few improvements to the reading text in the multiple-choice material on sentence arrangement and obtained a score of 92 with very appropriate criteria.

### ***3.1.4 Stage Implementation***

This stage is the fourth stage of the ADDIE model, namely the implementation stage. The implementation stage refers to the phase of implementing learning media. The Pocket English Dictionary will be revised by expert media and material validators to ensure its validity. After being declared feasible, this stage aims to evaluate the practicality of the media based on student feedback through filling out questionnaires or teacher questionnaires. The validity of the questions covering 30 questions, the validation results show that 20 questions are classified as valid, while 10 questions are declared invalid, namely on numbers 3, 7, 8, 9, 18, 21, 22, 24, 27, 29. It can be concluded that the reliability test tested Cronbach's Alpha > 0.60, is 0.753. Thus, the results of the test reliability calculation with a strong reliability category, so the questions that have been validated and reliable can be used to test pre-test and post-test learning outcomes.

### **3.1.4.1 Practicality of Education**

The results of the validation by English teachers obtained a score of 94 out of a maximum score of 100, resulting in a percentage of 94% in the "Very Practical" category. Therefore, it can be concluded that the Pocket English Vocabulary media is practical to use in learning in class VI of SD Negeri 091550 Rajamaligas.

### **3.1.4.2 Student Practicality**

From the results of the student response research conducted by 25 sixth-grade students of SD Negeri 091550 Rajamaligas, a score of 1589 was obtained with a feasibility percentage of 90%. The developed Pocket English Dictionary media falls into the "Very Good" criteria with a feasibility level of "Very Suitable for use in learning."

### **3.1.5 Effectiveness Test**

The results above show that during the pre-test, there were 11 students who passed the test with a percentage of 44% and 14 students who did not pass the test with a percentage of 56%. The results obtained show that the number of students who passed the test at the time of the post-test was 23 out of 25 students, with a percentage of 92%, so it can be concluded that students experienced an increase in learning outcomes. The results above show that the pre-test, namely the effectiveness of student scores, reached 44% with the achievement level category of "Less Effective". While the post-test, namely the effectiveness of student scores, reached 92% with the achievement level category of "Very Effective".

### **3.1.6 Evaluation Stage**

The final stage, namely evaluation, aims to see the validity, practicality and effectiveness of each assessment process of the pocket English Dictionary product that has been obtained, such as media design validation, material validation, practicality (for teachers) and students, as well as the effectiveness of the pocket English Dictionary based on the suggestopedia and Total Physical Response (TPR) methods.

### **3.1.6.1 Feasibility of Pocket English Dictionary Media**

The feasibility of the Pocket English Dictionary media based on the Suggestopedia and Total Physical Response (TPR) methods

**Table 6 - Media Suitability**

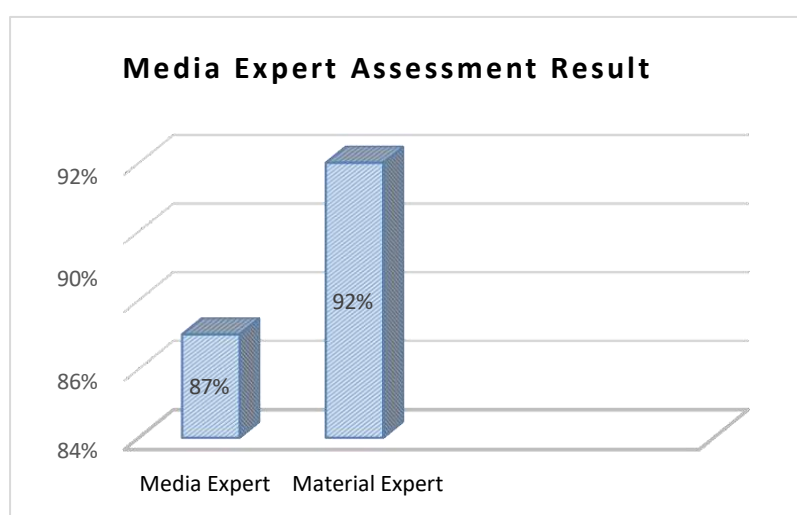
No.	Validator	Validator Name	Validation Results	
			Eligibility Percentage	Category
1.	Subject Matter Expert	Dr. Bernieke AR Damank, S.Pd., M. Hum	90%	Very Worthy
2.	Media Design Expert	Reagan Saragih, S. Kom., M. Kom	88%	Very Worthy
<b>Average</b>			89	Very Worthy

Based on the table above, the average validation percentage result is 89%, which is included in the "Very Eligible" category. Media suitability can be described as follows:

1. Validation data obtained from material experts, namely Mrs. Dr. Bernieke AR

Damanik S.Pd., M. Hum Lecturer in the English Language Education Study Program, HKBP Nommensen University, Pematangsiantar, obtained a total score of 69 out of a maximum score of 75 and a feasibility percentage of 90% with the category "Very Feasible".

2. Validation data obtained from media design expert Mr. Reagan Saragih, S.Kom., M.Kom, Computer Science Lecturer at HKBP Nommensen University, Pematangsiantar, in the first stage received a score of 40 out of 70 with a percentage of 57% with the criteria of "Quite Feasible" and must be revised according to suggestions and input from the media design validator lecturer. Furthermore, the second stage of validation received a score of 61 out of 70 with a percentage of 88% included in the category of "Very Feasible".



**Figure 4.** Media Expert Assessment Result

Based on the image above, it can be concluded that the Pocket English vocabulary media is based on the final assessment of design and material experts in the "Very Suitable" category.

### **3.1.6.2 Practicality of Pocket English Dictionary Media**

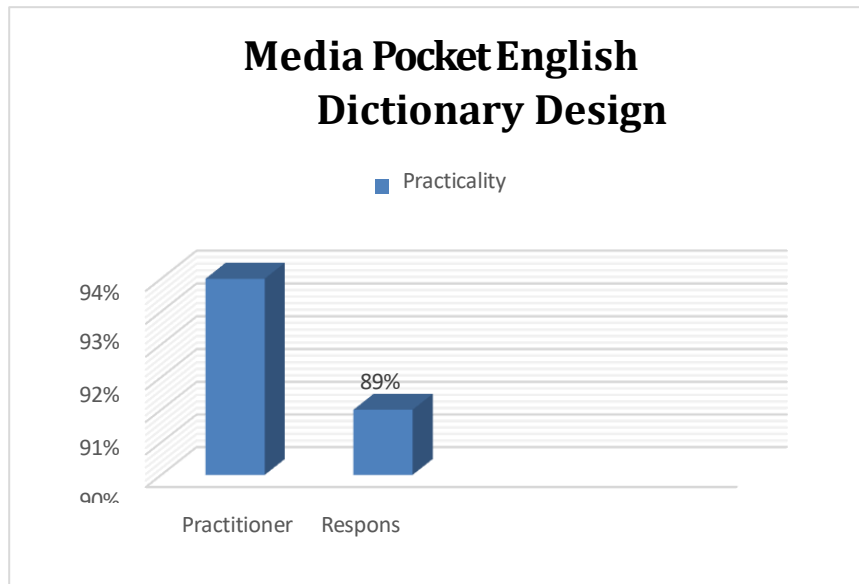
Practicality of Pocket English Dictionary media based on the Suggestopedia and Total Physical Response (TPR) methods. The assessment of media practicality was obtained based on questionnaires from education practitioners (teachers) and student responses.

**Table 7 - Media Practicality**

No.	Practicality	Name	Validation Results	
			Eligibility Percentage	Category
1.	Practicing Educator		95%	Very Practical
2.	Student Response	Grade VI Students	89%	Very Practical
Average			92%	Very Practical

Based on the table above, the average percentage result is 92% in the category including "Very Practical".

The data obtained from the validation results with Education practitioners, namely Mrs Devi S.Pd. obtained a score of 95 out of 100 with a percentage of 95% which is categorised as "Very Appropriate". Furthermore, the responses from 25 students obtained a percentage of 89%, so that if the average results of the percentage of teacher practitioner scores with student response scores are obtained, a score of 92% with the category of "Very Appropriate".



**Figure 5.** Media Pocket English Dictionary Design

Pocket English Dictionary Media Trial, based on the Suggestopedia and Total Physical Response (TPR) methods, learning media developed by the researchers, is categorised as very effective because it can improve students' vocabulary and learning outcomes by achieving the Minimum Completion Criteria (KKM) score. pass the stages evaluation, which is done through pre-test and post-test which aiming for test effectiveness in material teaching. The pretest was conducted simultaneously by all field trial respondents before observing and using the learning materials. Meanwhile, the posttest was conducted simultaneously by all field trial respondents after observing and using the learning media. The summary of the pretest and posttest results is presented below:

**Table 8 - Results of Student Practice Question Trial (Pretest)**

No	Variation	Amount
1.	Highest Value	80
2.	Lowest Value	40
3.	Average value	74.5
4.	Number of Students Reaching KKM	11
5.	Total Number of Students	25
6.	Classical Completion (%)	45.16%

**Table 9 -Results of the Student Practice Question Trial (Posttest)**

No	Variation	Amount
1.	Highest Value	100
2.	Lowest Value	75
3.	Average value	90
4.	Number of Students Reaching KKM	23
5.	Total Number of Students	25
6.	Classical Completion (%)	87.09%

The effectiveness of learning media is determined through field product trials. At this stage, researchers measure the media's effectiveness through learning test results. The test will be given to students in the form of a multiple-choice test with 20 questions that have been validated and tested for reliability.

**Table 10 - Test Paired Sample T-Test**

		Paired Differences				t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference			
				Mea	Lower	Upper		
				n				
Pair 1	Pretest	-						
	-	29,545	8,439	1,799	-33,287	-25,804	-16,422	21
	Posttest							,000

At the field trial stage in class VI of SD Negeri 091550 Rajamaligas, with a total of 25 students. Based on the results of the field trial, the effectiveness criteria were achieved with the number of students who completed the pre-test being 11 students with a percentage of 44% while the number of students who completed the post-test was 23 students with a percentage of 92%. It can be seen from the description above that the completion after learning using the Pocket English Dictionary media increased.

The Paired Sample T-Test results show an increase in Student learning in English after using the teaching material product "The Vocabulary Power" based on the Total Physical Response (TPR) method. The average value obtained increased from 74.5 to 90. The testing criteria for the paired sample t-test is with a significance level of 5%, which means ( $\alpha = 0.05$ ). If the sig (2-tailed) value  $< 0.05$ , then  $H_0$  is accepted, and if the sig(2-tailed) value  $\geq 0.05$ , then  $H_0$  is rejected.

### 3.2. Discussion

The development of this learning media emphasises that the students of Grace VI acquire knowledge through play and interaction with tools and media in their environment. The use of diverse educational resources allows children to explore and understand the world around them. The Pocket dictionary serves as an innovative medium that supports various aspects of

child development (Susanti et al., 2023). To ensure its quality, the media was evaluated through expert judgment, which provided critical feedback for further improvement and refinement. Such evaluation, as noted by Warsita (2013), plays an essential role in enhancing the effectiveness of instructional media.

The findings are consistent with previous studies conducted by Fahrurrozi (2017) with the title "Improving Students' Vocabulary Mastery by Using Total Physical Response". This study showed a significant improvement in students' cognitive scores following the use of pocket English dictionary media, suggesting its effectiveness in supporting cognitive development. In line with the previous related research conducted by Muhayyang et al (2020), corrective feedback provided by the lecturer during the learning process plays a very effective role in stimulating and fostering students' learning motivation.

In addition to its classroom application, integrating TPR into English language learning can transform what was once a challenging experience for students into a more enjoyable and engaging process. This approach aims to enhance the learning environment, enabling students to actively participate and thus achieve the best possible outcomes in their learning journey. Moreover, Wati (2021) with the title "Improving Students' English Vocabulary Mastery Through Total Physical Response and Suggestopedia method at Grade VII a of Mts Negeri 2 Kuantan Singingi Sentajo Raya District - Kuantan Singingi Regency".

Students have the opportunity to acquire vocabulary from their surroundings, including objects, animals, and the environment. If students are driven to excel in English, they should engage in regular repetition, consistent practice, and consider joining an English course. The amount of vocabulary a student retains in their memory determines their language proficiency. Next, Shihab (2011) conducted a study titled "Effectiveness of Suggestopedia and Total Physical Response (TPR) Method in Teaching English Vocabulary to Young Learners (Quasi-Experimental Study with 2<sup>nd</sup> Grade Elementary School Students in Bandung)" indicates that the data obtained from: Interviews found that students had an overwhelmingly positive response to her method. Moreover, Hafidah's (2020) exploration revealed the adeptness of early childhood educators in the Bendosari district, showcasing their proficiency in theme and material development, media utilisation, vocabulary selection, and the application of the Total Physical Response (TPR) and Suggestopedia method for English language education. The training illuminated the transformative impact of TPR, empowering educators to foster an interactive and enjoyable English learning environment for young learners. Consequently, it is envisaged that English language education in preschool and early childhood settings in the Bendosari district has undergone a significant shift, promising more effective and captivating learning experiences (McCloskey, 2020).

Overall, the interpretation of the article suggests that TPR and Suggestopedia an effective methods for teaching English to young learners, but there are still challenges that need to be addressed. The latest research that will support the current researcher's study is a study conducted by Nuraeni (2019), which revealed that the method was very enjoyable for the students and made them highly engaged in learning English at school.

Statistical data showed that the experimental group data by using Suggestopedia and the Total Physical Response method showed an average value of 89. And the control data group with the conventional method showed an average of 45,00. It meant that there was a difference in the influence between Suggestopedia and Total Physical Response (TPR) and conventional learning on students' vocabulary mastery. And the students who were taught using Suggestopedia and Total Physical Response (TPR) were better than those who were taught using the conventional way. Before using Suggestopedia and the Total Physical Response (TPR) method, many students were reluctant to learn and remember vocabulary from English texts, finding some vocabulary familiar and others unfamiliar. As a result, students became bored and disinterested in understanding the material. Therefore, in this case, the researcher taught by using the effect of using suggestopedia and total physical response (TPR) to increase vocabulary in students at SD Negeri 091550 Rajamaligas. This method could train students' dexterity to connect word by word, and the influence of this activity method, which is always repeated, caused the students' vocabulary mastery in reading text was increase.

In addition, by using contextual teaching and learning, students can gain knowledge and skills in a short time because this method is carried out repeatedly to foster disciplined and routine study habits. Based on the description above, it could be seen that there was an influence of using the Suggestopedia and Total Physical Response (TPR) method. It can help students approach vocabulary mastery.

#### **4. Conclusion**

This study concludes that Pocket English Dictionary media incorporating science literacy is both feasible and effective in enhancing the cognitive abilities of grade VI students at SD Negeri 091550 Rajamaligas. It was conducted in an elementary school with a relatively small sample size, which may restrict the generalizability of the findings to broader populations. Furthermore, the research focused solely on printed, physical media and did not explore the potential integration of digital formats or wider implementation across diverse educational settings.

This study contributes to the growing body of research that supports the use of science-based, interactive media in early education, especially in contexts where access to hands-on science materials is limited. By implementing these suggestions, it is hoped that the science-literacy-based Pocket English Dictionary will continue to improve and offer a valuable contribution to elementary education.

#### **Conflict of Interest**

The authors declare no conflict of interest.

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