Increasing students' English vocabulary mastery by using total physical response method

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Article Info

ABSTRACT

This research aims to describe; (1) how Total Physical Response Method (TPR) can increase students' English vocabulary mastery? This research uses classroom action research by applying Hopkins model and collaborative patterns. This research was carried out in the fifth grade of MI Nasy'atul Muta'allimin Dungkek Sumenep. The data collection techniques used are interview, test, observation and documentation. Meanwhile, the technique of data analysis used quantitative data analysis to analyze student learning outcomes and qualitative data analysis to analyze student learning process. The criteria of success of this research are 100% of students' scores are increased above criteria after the learning process. The results of data analysis show that: Total Physical response method can improve students' English vocabulary mastery. This can be seen from student learning process and outcomes which are increasing from the start of pre-test to the end of cycle II. The results of increasing students' English vocabulary mastery during pre-test only reached 6.7%, with an average score of 47. Meanwhile in cycle 1 there was an increase in learning outcomes, namely increasing to 93.3% with an average score of 87.6. However, in cycle I there was still 1 student who had a score below the criteria. In the second cycle there was a very significant increase in learning outcomes, namely increasing to 100% with an average score of 95.3. So, in the second cycle all students have obtained a complete score above the criteria of success.

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1. INTRODUCTION

Learning can be interpreted as a process of interaction between student and educator or learning resources in a learning environment to achieve certain goals. Learning can be categorized successful if the learning process is in accordance with the learning objectives and in accordance with the learning plan that has been prepared by teacher. The learning process needs to be carried out calmly and pleasantly; this is teacher's obligation to be more creative in creating a conducive environment. Teacher, students, facilities and environment are important factors in creating effective learning (Junaidi, 2019). The components are the key in the success of teaching and learning in the classroom. The role of students is very important especially the involvement mentally, physically and socially to determines the success and effective teahing and learning.

The learning English in elementary school is very important to give knowledge about foreign language to students for global communication (Salim & Hanif, 2021). English is an additional language lesson or local content which is very important and really needed by society in the current era of modernization. The need for mastery of English has become very clear and important, because in this millennium century, the use of English is increasingly widespread. Not only in the world of education, English is also needed in everyday life. It is considered that English spelling in places, roads, vehicles and even in objects that are often used in everyday life. English is not only an international language, but also an

important symbol in indicating a place, situation, direction and also in public places. So, it is very important that English to be taught to someone, whether for children, teenagers or adults, so that they are more responsive in responding or understanding every spelling that uses English. In the world of education, English lessons have begun to be implemented since kindergarten and elementary school level. However, in essence learning English begins at the elementary school level. This has been introduced from grade one to six according to the curriculum in force at the school. Every English teacher has a very big role and responsibility to provide knowledge and understanding related to English language lessons to students. English lesson can be a local lesson in elementary school if it is not covered in national curriculum (Zalisman, 2020).

In English learning, there are four basic skills that students must know and understand, namely listening, speaking, writing and reading. All of this is supported by other language elements, namely grammar, vocabulary and pronunciation in accordance with the theme as a means of achieving goals. These four basic competencies have their own concepts and differences in the learning process. So, the teacher's task in the English learning process must at least provide a set of understanding to students regarding these four competencies. In the process of English learning, there are many problems or obstacles that occur and cause the English learning process to be ineffective.

One of problem in English teaching and learning in elementary school happened at Nasy'atul Muta'allimin elementary school institution, Candi, Dungkek, Sumenep. There are several obstacles or problems that teachers encounter in English learning process. The obstacle is that students find difficulties to write, read, speak, memorize and understand English vocabulary. Some of these obstacles are also supported by data findings obtained from school documentation, that 33% of students have good grade, 27% have average grade, 40% have grade below the criteria of success. The criteria of success for English in the fifth grade 70. From the data above it can be concluded that English language learning can be categorized as still not effective. Teachers also find that students are not interested in English lesson, where English lesson is considered very difficult and often make students bored so that students' grade or English learning outcomes are on average very low.

From the various problems above, the task of teacher as educator must be able to find solutions to overcome these problems, so that English language learning process is effective and efficient and can improve student achievement and learning outcomes in English lesson. Based on the data found by researchers in the field, these problems occur due to a lack of facilities and infrastructure that do not support learning process and also a lack of teacher creativity in using methods and media in the English learning process. Teachers always use lecturing method and only focus on textbooks, so that students only become objects who simply listen to teacher's explanations, and do not play an active role in the learning process.

In author's opinion, a very significant problem in learning English lies on students' difficulties in understanding English vocabulary. Because every English language lesson which includes the four basic skills of listening, speaking, writing and reading cannot be separated from the use of vocabulary. So, it is very important to further improve students' English vocabulary mastery so that students are more active and responsive in responding to several commands, and can easily understand the use of several English vocabulary words found in the learning process. Based on learning problems above, researcher intends to find a solution to overcome these problems by using Total Physical Response method to improve students' English mastery understanding.

According to Tarigan in his book, he explains that, "Total Physical Response method is a language teaching method that is built on coordination between speech and action. This method attempts to teach language through physical activity or motor activity (movement)." Meanwhile, according to Zainollah "Total Physical Response method is very good in learning English in introducing English vocabulary to young children so that students can recognize English vocabulary and grammar easily" (Zainollah, 2016).

Relevant classroom action research using Total Physical Response (TPR) has already conducted by many researchers, one of them by Mulyanah (2020). The approach of research used quantitative with quasi experimental design. Researcher took 15 samples of the fifth-class students from SDN Buaran Bambu 1 Kab. Tangerang as experiment class and SDN Periuk 4 Tangerang as control class. The result of studies showed that in general students' motivation of SDN Buaran Bambu 1 is increased, it can be seen from the lowest score at pre-test 15 and post-test increased become 35. But the treatment of six meetings is not enough to increase students' performance of SDN Buaan Bambu 1 in mastering English Vocabulary if compared with with SDN Periuk 4 Kota Tangerang which is the lowest pre-test score 35 and post-test 50. So that it can be concluded that the use of Total Psychical Response in teaching vocabulary in the class can increase motivation and achievement or performance of students (Mulyanah, 2020). This classroom action research tries to increase understanding and mastery of students' English vocabulary of fifth students of Nas'atul Muta'allimin Eelementary School with the following research problem formulation: how Total Physical Response method can increase students' English vocabulary mastery?

2.   RESEARCH METHOD

a.   Type of research

This type of research uses Classroom Action Research. According to Arikonto as quoted by Suyadi, classroom action research is described systematically in three terms, namely research, action and class. Research is activity of observing an object using certain methods and rules or methodology to find accurate data about things that can improve the quality of the object being observed. Actions are movements carried out deliberately and planned with a specific purpose, while the classroom is a place where there is a group of students who at the same time receive lessons from the same teacher (Suryadi, 2015).

Classroom action research is an examination in form of action on learning activities that are deliberately created and occur in a class simultaneously. According to Kemis, classroom action research is a form of study or inquiry through self-reflection carried out by participants in certain educational activities in social situations to improve the rationality and truth of social or educational practices they carry out themselves, their understanding of these practices, and situation in which the practice is carried out. From opinions of the figures above, it can be concluded that classroom action research is an examination of a problem that occurs in the learning process to improve the quality of learning which includes planning, implementation, and observation and reflection stage. These four stages must be carried out by researchers continuously so that the research process and results run as planned.

b.   Research Design

This study on classroom action research used Hopkins model which is carried out through a spiral process which begins with identifying problem, preparing a plan, taking action, observing, reflecting, re-planning and so on until the research process is in accordance with the planning. In the spiral process, problem identification is the grouping and selection of problems that are deemed necessary and important by researcher to find a solution. Meanwhile, planning is a design of an improvement program made by researcher based on ideas they find. Actions are implementation of plans that have been prepared previously. Meanwhile, observation is observation or collection of information regarding the effectiveness and various weaknesses of actions that have been taken. And reflection is the stage of analyzing results of observation to determine new plan for solving problems found.

The design in this research uses a collaborative pattern. A pattern is a method or technique for implementing classroom action research that can be used as a reference in organizing action research according to model chosen by researcher (Sanjaya, 2009). Collaboration or cooperation is very important in classroom action research implementation process. The collaborative pattern is a pattern used in implementing classroom action research which involves collaboration between researcher and teacher, school principal and others. So, this collaborative pattern is a pattern in classroom action research that involves several parties whose cooperation is needed to achieve the objectives of classroom action research. Researcher use a collaborative pattern so they can build coordination with teachers or other parties to make it easier for researchers to analyze the data to be collected. The subjects of this research were the fifth-grade students of Nasyatul Muta'allimin Elementary School Candi Dungkek Sumenep. This research was planned for two months. The research action was planned to be carried out for 4 weeks for 6 rounds or 2 cycles.

c.   Research Procedure and Criteria of Success

The procedure or steps in implementing this classroom action research are using a spiral process starting from planning, action, observation and reflection. In carrying out this classroom action research using cycles. A cycle is a round of a series of activities, starting from planning, implementation, observation and reflection. The cycle in classroom action research is a full round of stages in implementing classroom action research. Criteria of success is starting point that becomes a benchmark for measuring the success of action taken in order to increase or improve the quality of learning that takes place in the classroom. This research is categorized successful if these criteria or indicator of success are achieved. The indicators of success in this classroom action research include: (1) on average, students are enthusiastic in participating in English language learning process. (2) Students are able to pronounce English vocabulary well and correctly. (3) Students' understanding of English vocabulary increases. This can be seen if on average students are active in responding to teacher commands in the learning process and 100% of students' scores exceed the criteria score after the learning process.

d. Data collection technique

Research instruments are tools that can be used to collect research data. The data collection techniques used in this classroom action research are:

1. Observation

Observation is a technique for collecting data by observing each ongoing event and recording it using an observation tool about what is observed or researched. Based on the type of observation, it is divided into two, namely participatory observation and non-participatory observation. Participatory observation is observation carried out when the observer participated in activities of observer. Meanwhile, non-participatory observation is observation that does not involve observer in activity being observed (WIna Sanjaya, 2009). In this research, researcher will use participant observation. The researcher chose this type of participatory observation because in the learning process researcher took part in activities carried out by students. In this case, researcher also taught in class using the Total Physical Response method to obtain data about English language learning process. When conducting observation, there are three instruments that researcher can use to obtain data, namely a check list, anecdotal record and an assessment scale (Wina Sanjaya, 2009). The instrument used by researcher in this Classroom Action Research is a check list. The researcher arranges items to be studied along with an assessment score. If a symptom occurs that is same as item created, the researcher simply circles the numerical score in the rating scale column.

2. Interview

Interview is a technique for collecting data using spoken language either face to face or through certain media channels. The types of interviews that can be conducted by researcher are divided into two, namely structured interview and unstructured interview. A structured interview is an interview where interviewer has prepared a written question instrument with available alternative answers. Unstructured interview is the most recommended technique in qualitative research. Because interviewer does not prepare an interview guide, but only prepare questions that outline the problem being studied. From the definition above, the author can conclude that a structured interview is an interview that is carried out in a planned manner guided by a list of questions that have been prepared. Meanwhile, unstructured interview are interviews that are not guided by a list of questions. In this case, the researcher will use a structured type of research, because the researcher already has a plan before the research implementation process.

3. Documentation

Documentation is a collection of verbal data in form of documents, certificates, photos, cassette recordings, and so on. This technique is used to collect data regarding the results of observation of English language learning using the Total Physical Response method, historical review, organizational structure, student conditions, and infrastructure owned by Institution. Documentation in Classroom Action Research, in the form of assessment scores before and after Total Physical Response method was implemented in English subject and photographs during learning proccess.

4. Test

Tests are data collection instruments to measure students' abilities in cognitive aspects, or level of mastery of learning material. The test has two criteria, namely validity and reliability. A test has a level of validity if it can measure what it wants to measure. Meanwhile, a test has a level of reliability if the test can produce consistent information. For example, if a test instrument is given to a group of students, then given again to the same group of students, the results will be relatively the same. In this Classroom Action Research, researcher plans to use a written test. A written test is a test that contains a number of questions that students need to answer. There are two types of written tests, namely essay test and objective test. An essay test is a form of question that requires students to answer by explaining or elaborating in the students' own language. Objective tests are a form of questions that require students to answer by selecting existing answers, for example in the form of multiple choice, matching, completion, True – False tests, etc. In this Research, it is planned that researcher will use objective tests of the matching, multiple choice, fill-in-the-blank and True – False types.

e. Technique of Data Analysis

Data analysis is the analysis of data that has been collected in order to find out how successful actions in research are to improve student learning. Data analysis is the final stage that will be carried out in this research. Data analysis is an activity that needs to be carried out by researcher after data from all sources has been collected. Before data analysis is carried out, the data obtained must be clear and relevant for further

analysis. This aims to avoid the possibility of errors in research, because conducting research requires a long time and process, as well as a lot of money.

Analyzing data is a process of processing and interpreting data with the aim of placing various information according to its function so that it has clear meaning and meaning in accordance with the research objectives. Data analysis in classroom action research can be done with qualitative data analysis and quantitative data analysis. Qualitative data analysis is used to determine improvements in the learning process, especially various actions taken by teacher. Meanwhile, quantitative data analysis is used to determine improvements in student learning outcomes as a result of every action taken by the teacher.

Data analysis can be done in three stages. The first is data reduction, namely the activity of selecting data according to the focus of problem. At this stage researcher collects all the instruments used to collect data and then groups them based on the focus of problem or hypothesis. The second stage, describes the data so that the data that has been organized becomes meaningful. Describing data can be done in narrative form, making graphs, or in tabular form. In the third stage, namely making conclusions based on the data description. In the research process, analyzing and interpreting data is a very important step, because the data collected will not mean anything without being analyzed and given meaning through data interpretation. The process of data analysis and interpretation in classroom action research is directed at gathering information needed to answer the problem formulation and research questios.

3.   RESULTS AND DISCUSSION
a.   Result of Pre-Cycle

Before this research was carried out, researcher had carried out preliminary research by conducting observation and pre-tests. Based on the pre-test results, it shows that the students' understanding of English is very low and English learning results do not meet Criteria for English lesson, namely 70. From the pre-test results, there are only 6.7% who reach the criteria in English subject. Meanwhile, 93.3% still have not finished.

b.   Result of Cycle 1
1.   Action Planning

The action plan is an initial design based on problems obtained from the pre-test results in this research. The problem encountered by researcher in the pre-test results lies on students' low understanding of vocabulary when learning English. In this case, researcher will implement Total Physical Response Method, namely on material "We will go camping". The learning process carried out is that researcher prepares learning tools, in form of a lesson plan using Total Hysical Response method, learning resources and media, as well as student activity observation sheets.

2. Implementation of action

The implementation of cycle I action was carried out in three meetings with the topic "We will go camping". At the first meeting, camping activities were discussed. At the second meeting, camping equipment was discussed. Meanwhile, at the third meeting, repeating material discussed at the first and second meeting with the aim of strengthening students' memories and followed by an evaluation of cycle I. The reference used in implementing cycle I learning was the lesson plan document that had been prepared previously. In carrying out the action researcher gave each student paper teaching materials containing English vocabulary accompanied by pictures. Next, the researcher and students read and interpret the vocabulary on English teaching material paper. After that, the researcher gave each student image media and then researcher gave instructions to the students together in the following ways: 1. the researcher showed a picture of a "tent". 2. Students answer by saying "tent" and so on. In this way, researcher can determine students' abilities in mastering the material and determine the increase in students' vocabulary understanding.

After implementing the first cycle of action, the researcher carried out the final test of cycle I (post test) to determine the level of understanding of students' English vocabulary. The results of the final test of cycle I produced data regarding the increase in learning outcomes which showed an increase in the percentage of students' classical learning completion, namely 93.3%. This number shows a significant increase from the initial data (6.7%) or increased to 93.3%.

c.   Result of Cycle 2
1.   Action Planning

The action plan is an initial design based on problems obtained from the results of the first cycle evaluation in this research. The problem encountered by researcher in the results of the first cycle evaluation was that there were still several students who had incomplete grades. To overcome the problem of student

incompleteness, in this case, the researcher will still implement the Total Physical Response Method on the subject "We will go camping" the researcher will use different media. The learning process carried out in cycle II was also the same as cycle I, namely that the researcher prepared learning tools, in the form of learning planning using Total Physical Response method, learning resources and media, as well as student activity observation sheets.

2. Implementation of action

The implementation of cycle II action was also carried out in three meetings with the topic "We will go camping". At the first meeting, discuss types of camping activities. At the second meeting, discuss time and place of camping activities. Meanwhile, at the third meeting, repeating the material discussed at the first and second meetings with the aim of strengthening students' memories and followed by a second cycle evaluation. The reference used in implementing cycle I learning is the learning planning document that has been prepared previously.

In carrying out the action, the researcher gave each student paper teaching materials containing English vocabulary accompanied by pictures. Next, the researcher and students read and interpret the vocabulary on the English teaching material paper. After that, the researcher gave word cards containing English vocabulary to each student, then the researcher gave orders to the students together by: 1. The researcher gave orders to the students together by: 1. The teacher says Indonesian vocabulary, such as "Do morning sports" 2. Students respond to the teacher's commands by looking for the vocabulary given by the teacher and saying the meaning of the English vocabulary said by the teacher, by answering "Do morning sports"

The result of the cycle I and II can be intepretated that TPR can help the students' vocabulary mastery. The activity of physical reaction approach is a useful activity for helping students learn English. The cycle II outperformed the cycle I in terms of average scores, according to the pre- and post-test findings. This indicates that the cycle II performed better than the cycle I after the intervention. Students that used the total physical response method shown more interest and enthusiasm. They actively participated to the questions asked by the researcher. The students listen intently to the explanations because the students need to repeat.

In this way, researcher can determine students' abilities in mastering material and determine the increase of students' vocabulary understanding. After implementing the cycle II action, researcher carried out final test of cycle II (post test) to determine level of students' understanding of English vocabulary. The results of the final test of cycle II produced data about increasing student learning outcomes in English language learning. The percentage of classical student learning completeness is 100%. This number shows a very significant increase from the initial data for cycle 1 (93.3%) or increased to 100% in cycle II.

The total physical response (TPR) method's ability to improve English language learning outcomes for students is demonstrated by the completeness score analysis results, which offer strong evidence. In the beginning, only 6.7% of students passed the pre-test with the necessary level of competency. In the first cycle, this percentage increased dramatically to 93.3%, and by the second cycle, the completion rate had impressively reached 100%. Based on the pre-test and the second cycle, the results show a clear improvement in the performance of the students.

This impressive increase in student learning outcomes is a result of several variables. Students' extremely high level of motivation when learning English with the TPR approach is one of the main contributing factors. Students' attention and enthusiasm are maintained by TPR's interactive and engaging style, which increases their likelihood of actively participating in the learning process. For learning and retention to be successful, this increased motivation is essential.

In addition, a number of other criteria, such as the student's ability and interest in the subject, affect their success. Students who are naturally inclined or enthusiastic about learning languages are probably going to do better. Additionally important is intelligence level, since smarter kids are better able to process and remember new information.

The achievement is further influenced by their individual learning styles. Every student learns differently, and TPR accommodates different learning styles by combining language acquisition with physical activity. This approach appeals to kinesthetic learners and improves memory retention through action-based learning. Teachers' use of media, techniques, and strategies impacts the learning results of their students. The TPR technique, which emphasizes movement and interactive activities, is a successful teaching approach that not only makes learning fun but also reinforces language principles through real-world application.

Students can be greatly motivated to expand their vocabulary by using Total Physical Response (TPR). Many studies have demonstrated that TPR is a tried-and-true method of helping pupils learn language. According to Supriyatin and Argawati (2021), TPR is a priceless tool in language education since it may boost student involvement and make vocabulary acquisition easier. Similar to this, Hounhanou (2020) backed the use of TPR in Benin secondary schools to teach vocabulary to students who are just beginning to

learn English as a foreign language. Hounhanou emphasized that TPR increases both student involvement and the assimilation of new ideas. Students can better integrate verbal elements with physical activities thanks to the interactive character of the technique, which also makes learning more intuitive and remembered.

TPR turns learning new words into an engaging and joyful process by integrating movement into the learning process. This helps improve memory and comprehension of newly learned words. According to Yokubjonova (2020), TPR is a useful strategy for increasing vocabulary learning's engagement and memorability. She also emphasizes the significance of vocabulary education. A dynamic and productive environment for vocabulary acquisition is produced by TPR's mix of exercise and language education. This approach works well for a variety of learning styles, especially kinesthetic learners who gain from having a hands-on approach to learning. Movement and language work together to strengthen memory and comprehension because kids are more likely to recall words that are connected to particular activities.

TPR also encourages a lively and engaging learning atmosphere in the classroom, which can boost engagement and motivation among the students. Students are more likely to stay focused and interested when they are actively involved in their learning, which can result in better academic results. Due to the fact that students frequently collaborate to practice new language and perform activities, the technique also fosters a more supportive and collaborative learning environment.

TPR is a very successful method for expanding kids' vocabulary, to sum up. The method's incorporation of movement into language instruction creates a setting that is both dynamic and engaging, which improves vocabulary retention and acquisition. TPR is beneficial for language learning, as evidenced by the favorable results of several studies (Supriyatin and Argawati, 2021; Hounhanou, 2020; Yokubjonova, 2020). TPR can greatly enhance students' language proficiency and general academic achievement by making vocabulary learning engaging and participatory.

Total Physical Response (TPR) is a fantastic way to teach English; it works especially well with younger children and helps them expand their vocabulary. Children's language learning has been demonstrated to be considerably improved by this approach, which combines physical movement with instruction, making it more engaging and participatory.

Students are more likely to remain interested and engaged in classes when there are physical activities involved, which is important for early learning. Astutik and Choirun (2017) discovered that TPR significantly raises kindergarten students' levels of engagement and enjoyment in the classroom. The study demonstrates the way in which TPR changes the classroom, making it more engaging for younger students. In a similar vein, Dwiastuty, et al., (2016) highlight the usefulness of TPR in educational settings and point out that it helps with English language acquisition. According to their research, TPR is an effective teaching strategy that improves students' comprehension and retention of new language concepts in addition to being a pleasurable past time. Because TPR is interactive, it helps close the knowledge gap between theory and practice by enabling students to apply newly learned terminology in relevant contexts.

The advantages of integrating vocabulary flashcards with TPR for Iranian pre-university students are highlighted by Komachali and Mohammadreza (2012). Their investigation indicated that this combination enhanced word memory and made learning more interesting. Using flashcards in conjunction with TPR reinforces the relationship between words and their meanings by providing a visual stimulus to go along with the physical actions. The implementation of this dual reinforcement method improves pupils' language recall skills.

TPR makes vocabulary acquisition more efficient and pleasurable by utilizing the kinesthetic learning style that many toddlers naturally possess. Meza & Winti (2016) found that children's English word recognition significantly improved when TPR was used in conjunction with flashcards. Their results demonstrate how TPR can improve vocabulary acquisition. The results of the study demonstrated that students are more likely to retain and recognize new words later on when they participate in physical activities while learning them.

total physical response (TPR) is an adaptable method for all-around language learning since it helps with speaking ability development in addition to words acquisition. Visia, et al., (2015) concentrated on utilizing TPR to help third-grade students in Bandar Lampung become more fluent in English speakers. Their findings showed that. TPR helps children internalize language patterns and enhances their fluency and pronunciation by having them act out words and phrases. Students are guaranteed to actively use vocabulary in context rather than just passively memorize it because to our all-encompassing approach to language acquisition.

Students' vocabulary and general language proficiency can be greatly improved by using Total Physical Response (TPR), an incredibly successful teaching strategy. The technique improves vocabulary acquisition and retention by combining physical activity with language training to create a dynamic and engaging atmosphere. All offer compelling evidence of the usefulness of TPR in language instruction. TPR

dramatically improves students language proficiency and general academic performance by making vocabulary learning engaging and participatory.

4. CONCLUSION

Based on the results of classroom action research which has been carried out through several actions from cycles I and II, as well as based on all discussions and analyzes carried out, it can be concluded that the use of Total Physical Response method can improve students' understanding of vocabulary in learning English. Students' understanding of English vocabulary was initially still lacking. This can be seen from student learning outcomes in English subjects that do not meet the specified standard criteria. The implementation of the Total Physical Response method in learning English can make students active, because when using Total Physical Response method students are actively involved in learning activities.

Learning by using the Total Physical Response method is able to improve students' understanding of vocabulary in learning English. Using Total Physical Response method can change students into active learning so that it can increase students' enthusiasm for learning. The increase of students' understanding on English vocabulary can be proven by increasing student learning outcomes from pre-test to cycle II. It can be seen that the pre-test assessment results only reached 6.7%. However, in cycle I it increased to 93.3% and in cycle II the student's completion level reached 100%.

Future researchers are encouraged to do investigation on longitudinal research to observe the long-term effects of TPR on vocabulary retention and overall language proficiency. This can provide insights into how sustained use of TPR impacts language acquisition over time.

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