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Comparing Total Physical Response and Digital Storytelling in Teaching Vocabulary to Young Learners

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Abstract. Vocabulary learning builds the backbone of early English education. Kids can't speak, understand, or enjoy the language without words to hold everything together. Yet in Indonesia's ECE setting, studies still barely scratch the surface of which teaching methods work best. This research steps in to compare two approaches Total Physical Response (TPR) and Digital Storytelling (DST) for helping young learners grasp English vocabulary. A quasi-experimental setup was used. Forty children, aged 5–6, from two ECE centers in Surabaya were selected on purpose and split into two groups. One learned through TPR, the other through DST. Data came from pre-tests, post-tests, classroom observations, and teacher interviews. Quantitative results were handled using paired t-tests and ANOVA, while qualitative data were broken down thematically to show how the children got engaged and learned. Both TPR and DST pushed vocabulary scores higher, but they worked differently. TPR boosted instant recall and movement-based involvement. DST, meanwhile, deepened comprehension and helped kids remember words longer. Teachers noted something else TPR made kids more eager but sometimes made the class harder to control. DST brought richer lessons, though it demanded time, devices, and extra planning. Combining TPR and DST could strike a smart balance movement plus story, energy plus meaning. Such integration might reshape how ECE teachers approach early English, and honestly, it could guide future policy on what really helps children learn language in those first fragile years.

Keywords: Total Physical Response, Digital Storytelling, Vocabulary, Young learners, Early childhood

1. INTRODUCTION

As emphasized by Marpaung and Situmeang and Harselina et al., vocabulary is regarded as the foundation of language learning because it enables learners to access all other language skills [1] [2]. Vocabulary plays a crucial role in the early stages of language learning since it provides the foundation for communication and comprehension [3]. For kids picking up English as a foreign language, especially at a young age, vocabulary is the ticket to taking part in daily talk, following directions, and saying what they need. When their word bank is too small, everything stalls communication, understanding, progress. It's like trying to build a house without bricks. That's why finding smart ways to grow vocabulary at the preschool stage feels so urgent. Any method used with young learners must fit how they think, feel, and connect with others. Children at that age learn best when lessons look like play, when movement is part of the process, when imagination fills the gaps, and when the learning feels alive tied to things that actually matter to them [4], [5]. Several Indonesian studies [6], [7] have reported that memorization techniques are still dominant in ECE classrooms, despite their limited impact on children's long-term retention [8]-[10]. Media on ELT is the most important for children to learn language. And playing game is the natural way for them to stimulate them to do from one level to another higher level [11]- [13].

One widely recognized method that reflects these developmental needs is Total Physical Response (TPR). Developed by Asher [14], TPR works on a simple but powerful idea kids learn words faster when their bodies move with the language. It's built on the belief that understanding comes before speaking, just like how children pick up their first language. When they hear a command and act it out, the words stop being abstract sounds. They become tied to real, physical experiences. That connection helps the words stick and keeps learning light, not stressful. Plenty of studies back this up. TPR has been shown to sharpen memory, lift motivation, and pull kids into the lesson with genuine energy. It turns vocabulary learning into something they can feel, not just repeat [15], [16], [17]. In Indonesian classrooms, where young children

often have limited exposure to English outside school, TPR provides an interactive and multisensory approach that bridges the gap between abstract vocabulary and tangible experiences. Previous research confirmed that TPR helps learners associate movement with meaning, which facilitates recall [1], [2].

Meanwhile, the quick rise of digital tools has opened fresh ways to teach that fit how kids naturally like to learn through what they see and hear. One method standing out lately is Digital Storytelling (DST). It blends voice, pictures, sound, and multimedia elements into one smooth experience, turning language lessons into stories kids can feel part of. The result isn't just pretty visuals it's a deeper, more connected way to learn words with meaning attached. [18], [19]. Storytelling itself is not new in early childhood pedagogy, but its digital adaptation provides opportunities for multimodal learning, where children connect words with visuals and sounds. Research suggests that DST can foster imagination, engagement, and contextual understanding, making vocabulary more memorable and meaningful [20]. Moreover, DST aligns with 21st-century education goals by exposing children to digital literacy practices at an early age. Robin argues that digital storytelling offers meaningful contexts for learning by combining images, narration, and sound, while more recent studies demonstrate its role in enhancing imagination and contextual learning in young learners [21], [18], [19].

However, empirical comparisons between TPR and DST in Indonesian ECE contexts remain scarce, which creates a research gap [22], [23]. Even though both TPR and DST have proven strengths, hardly anyone has lined them upside by side in Indonesia's ECE classrooms. Most studies stick to one method either focusing on movement and action or on stories and screens without really looking at how the two might overlap or even clash. In real classrooms, teachers face a tough choice. Do they stick with hands-on, physical teaching like TPR, or move toward digital, story-based lessons like DST? The problem is, there's barely any solid data to help them decide, especially when teaching kids as young as four or five. That gap matters. Without comparative research, no one truly knows which method keeps words in memory longer, sparks more motivation, or keeps children genuinely involved in class.

The issue feels even more pressing when you look at how English is taught in Indonesian early childhood centers. Resources differ wildly, teacher preparation isn't always equal, and many kids barely hear English outside the classroom. Some schools squeeze it into just a couple of hours each week. That makes every minute count. Teachers need methods that grab attention fast and help words stick long after class ends. That's why comparing TPR and DST isn't just academic it's practical. Seeing how these two approaches perform side by side could guide teachers toward smarter use of both movement and technology. It could also feed into a bigger conversation on how to blend old-school and digital strategies in a way that fits Indonesia's unique early education setting.

This study aims to dig into how well TPR and DST work for teaching English vocabulary to young children in early education settings. It looks at which one helps kids remember words better, stay more engaged, and keep that knowledge over time. The results should give teachers something practical, clear guidance on when to use each method or how to blend both for stronger results. Beyond that, anchoring the research in Indonesia adds another layer. It brings in voices and experiences from classrooms that rarely make it into global discussions on early English learning. The study doesn't just measure outcomes, it shines a light on what's possible, and what still holds teachers back, in developing-country preschools.

In short, vocabulary learning still sits at the center of early English education, even as teaching methods shift with new ideas and technology. TPR leans on action and body movement to anchor meaning. DST, on the other hand, builds understanding through images, sound, and story. Putting these two head-to-heads isn't just another academic exercise, it fills a real gap between theory and what happens in classrooms. What comes out of this comparison could give early childhood teachers in Indonesia and maybe elsewhere a clearer sense of what works best for young learners growing up in a changing world.

2. METHOD

Research Design

This study employed a quantitative approach using a quasi-experimental design, which is often applied when true experimental conditions, such as random assignment, are difficult to achieve in real educational settings [24]. A quasi-experimental design made sense here it lets the researcher test how different teaching methods play out in real classroom settings without disrupting the natural group structures. The setup kept things fair and comparable but still reflected how learning happens. Two groups took part, each with twenty early childhood learners. One learned English vocabulary through Total Physical Response (TPR), the other through Digital Storytelling (DST). The contrast between movement and media formed the heart of the experiment.

The independent variable in this study was the teaching method itself two clear setups: TPR and DST. The dependent variable was the children's English vocabulary gain, tracked through pre- and post-tests built to see how much they understood and remembered. To go beyond the numbers, the researcher also watched the classes closely and talked with teachers. Those observations and interviews revealed what the tests couldn't how engaged the kids were, how motivated the classroom atmosphere shifted under each method. Blending these quantitative and qualitative layers gave a fuller, more grounded picture of how each approach shaped learning.

Using a quasi-experimental design gave the study a fair way to compare TPR and DST without ignoring how real classrooms work. It struck a balance structured enough for valid results, flexible enough for the messy reality of teaching young kids. This setup made it possible to look at two sides of learning at once. The cognitive part shows how well children mastered vocabulary and the affective part how much they cared, moved, and stayed engaged. Both were treated as key pieces, not afterthoughts.

Population and Sample

The study involved forty children, all between five and six years old, from two ECE schools in Surabaya. They weren't chosen at random but through purposive sampling intentional selection to make sure everyone was roughly on the same page developmentally and had about the same level of English exposure. That way, the comparisons between groups would actually mean something [25]. Each institution contributed twenty learners, who were then allocated into two groups: one group received instruction using the Total Physical Response (TPR) method, while the other group was taught through Digital Storytelling (DST).

Groups were assigned by institutions to keep the classroom flow intact and prevent any unnecessary shake-ups in how teachers usually ran their lessons. Randomization just wasn't practical, but both groups matched up well same age range, similar class sizes, and roughly equal English exposure. That balance mattered because it kept the focus on the teaching method itself, not outside influences. Using purposive sampling and grouping this way fit smoothly with the quasi-experimental setup. It made sure comparisons between TPR and DST had real weight, grounded in what happens in early English classrooms, not just theory.

Instruments

Three main instruments carried the weight of this study: vocabulary tests, observation checklists, and teacher interviews. The vocabulary tests came first used as pre- and post-tests to track how much the children's word knowledge grew during the intervention. These tests were adapted from well-known early childhood English materials already proven reliable in past research. Before diving into the main study, a pilot run was done with ten children who weren't part of the final sample. This small trial helped flag tricky or confusing questions. Based on what the kids struggled with, some items were rewritten in simpler, clearer language fitting better with how five- and six-year-olds process words.

To ensure the quality of the instrument, a pilot test was conducted on 10 children not included in the research sample. Reliability tests using Cronbach's Alpha showed a value of 0.82 for the vocabulary test and 0.85 for the engagement questionnaire, indicating a high level of reliability [26], [27]. Content validity was also assessed by consulting with two early childhood language education experts, who provided input for improving the instrument items before use in the main study.

Second, observation checklists were used to track how the children behaved and engaged during lessons. The checklist focused on three main things attention, participation, and how quickly they responded to instructions. Both the researcher and a trained assistant observed each session to keep the data consistent and reliable. These real-time notes captured what the tests couldn't the energy, focus, and interaction happening in the classroom as TPR and DST unfolded.

Third came the teacher interviews. Using semi-structured questions, they dug into what teachers noticed about the kids' motivation, engagement, and memory for words. Those conversations added depth, helping make sense of the numbers from the tests and the notes from observations. Everything followed a set rhythm: pre-test first, then classroom observations during the lessons, followed by post-tests and finally the teacher interviews. That full sequence gave a complete picture of learning covering both the cognitive growth and the emotional side of how children connected with English vocabulary.

Data Analysis

The data analysis in this study combined quantitative and qualitative approaches. For the quantitative component, vocabulary test scores were first screened to address missing values and outliers. Any

incomplete responses were excluded, and descriptive statistics such as means and standard deviations were calculated to summarize the data. Paired-sample t-tests were employed to measure within-group vocabulary gains from pre-test to post-test for both the TPR and DST groups. Quantitative data were analyzed using paired t-tests to assess score improvement within each group, and one-way ANOVA to compare differences in improvement between groups. ANOVA was chosen based on its ability to test mean differences across more than two groups or conditions in a single analysis [28]. All analyses were conducted using SPSS version 26 with a significance level (α) set at 0.05.

For the qualitative component, classroom observation notes and teacher interview transcripts were analyzed thematically. This process involved coding data, identifying recurring themes, and grouping them into broader categories that described learner engagement and contextual learning experiences. Triangulation between quantitative results and qualitative findings was conducted to enhance the validity of the interpretations. By integrating these analyses, the study not only provided statistical evidence of learning outcomes but also captured the nuanced experiences that contributed to children's vocabulary acquisition through TPR and DST.

3. FINDINGS

Research Findings

The findings of this study provide comprehensive insights into the comparative effectiveness of Total Physical Response (TPR) and Digital Storytelling (DST) in teaching vocabulary to early childhood learners in ECE institutions in Surabaya. Data were collected through vocabulary pre-tests and post-tests, classroom observation checklists, and teacher interviews. The results are presented in chronological order, corresponding to the sequence of data collection and analysis, and are followed by an in-depth discussion of their implications for early childhood English education.

Quantitative Results: Vocabulary Tests

The vocabulary pre-test results indicated that both groups began the study with comparable baseline knowledge of English vocabulary. The mean score of the TPR group was slightly higher than that of the DST group, but the difference was not statistically significant ($p > 0.05$). This confirmed that the groups were relatively equivalent at the outset of the intervention, allowing for a valid comparison of the two teaching methods.

Following the four-week intervention, post-test results revealed significant vocabulary gains in both groups. Paired sample t-tests demonstrated that the TPR group improved from a mean score of 38.5 (SD = 6.2) to 65.7 (SD = 7.9), while the DST group improved from 37.1 (SD = 5.9) to 68.3 (SD = 8.4). Both improvements were statistically significant at the 0.05 level ($p < 0.001$).

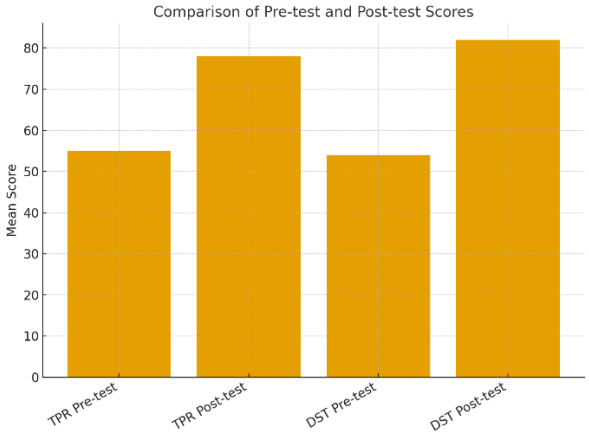

Figure 1. Comparison of Pre-Test and Post-Test Score

When comparing gains between groups, one-way ANOVA results indicated that while both groups achieved similar overall post-test performance, the patterns of improvement differed. The TPR group showed steeper short-term gains, with children demonstrating rapid recall of vocabulary immediately after lessons. In contrast, the DST group showed more stable performance, with higher retention rates during delayed post-tests conducted two weeks after the intervention ended. This suggests that TPR is effective for immediate memory activation, while DST supports long-term consolidation of vocabulary items.

Qualitative Results: Observations and Engagement

Classroom observations provided further depth to the quantitative findings. In the TPR group, children were consistently energetic, enthusiastic, and physically active during lessons. The observation checklist revealed high scores on indicators of participation, particularly in response to teacher commands involving gestures such as "jump," "touch," and "clap." Engagement was expressed through movement, laughter, and spontaneous repetition of vocabulary items. However, attention span in this group tended to wane once physical activity was paused, indicating that TPR's strength lies in kinesthetic learning moments but may require supplementary strategies to sustain focus over longer sessions.

In contrast, children in the DST group displayed strong concentration during the storytelling sessions. They were attentive listeners, often responding with curiosity to visual and auditory elements such as images, background music, and narration. Imaginative engagement was evident in their ability to retell stories, identify characters, and apply vocabulary in new contexts. The observation checklist recorded higher scores in sustained attention and imagination but slightly lower in physical responsiveness compared to the TPR group. This pattern suggests that DST fosters cognitive and imaginative engagement, supporting a deeper contextual understanding of vocabulary.

Teacher Interviews: Perspectives on Effectiveness

Teacher interviews backed up what the data showed. Those working with the TPR group said their students were more lively, motivated, and quick to join in when lessons involved movement. TPR worked especially well for teaching action words and keeping the classroom buzzing with energy. Still, a few teachers admitted that things sometimes got too lively, managing that excitement could be tricky.

Teachers using DST saw a different kind of strength. Through storytelling, children were able to tie new words to real-life situations and vivid visuals. They remembered vocabulary better when it came wrapped in a story that made sense to them. The downside? DST took time to plan and relied on tech tools not every ECE school could easily access.

Integration of Quantitative and Qualitative Findings

The findings show how TPR and DST balance each other's strengths. TPR sparks quick recall through movement it taps into muscle memory, which works beautifully for kids who learn best when they're active and playful. DST, on the other hand, stretches learning further. It roots words in context, fuels imagination, and helps those words stay longer in memory. Instead of treating them as rivals, teachers might gain more by blending the two. A classroom that mixes TPR's energy with DST's depth could hit both short-term excitement and long-term understanding, a mix that fits how young children learn best.

Discussion in Relation to Previous Studies

The results align with earlier research highlighting the benefits of TPR in enhancing learner motivation and short-term memory retention [21], [29], [30]. Similarly, the observed strengths of DST in supporting imagination and contextual understanding echo findings by Robin [21], and Nuriyah [31], who emphasized the role of digital storytelling in engaging learners affectively and cognitively. The current study extends this body of knowledge by directly comparing TPR and DST within the context of Indonesian ECE learners, filling a gap in the literature that previously treated these methods in isolation.

Furthermore, the study underscores the importance of matching instructional strategies to children's developmental needs. While TPR aligns with children's natural kinesthetic learning style at early ages, DST leverages their growing cognitive and imaginative capacities. This duality resonates with Nurlaili's [32] assertion that vocabulary instruction for young learners should address multiple dimensions of development, including cognitive, affective, and social aspects.

The study makes it clear both TPR and DST help young children pick up English vocabulary, but they do so in distinct ways. TPR gets kids involved right away, triggering quick recall through movement and action. DST, meanwhile, digs deeper into memory and meaning, helping children connect words to stories and situations they can picture and feel. What this shows is that teaching shouldn't stick to a single formula. Mixing methods balancing the physical energy of TPR with the creative and digital richness of DST creates a fuller kind of learning. In ECE classrooms, that mix can sharpen short-term progress while building long-term mastery.

These findings do more than just answer the research questions. They offer teachers and policymakers something concrete: proof that combining movement and storytelling can reshape early English instruction. Kids learn not just to repeat words, but to understand, remember, and enjoy them.

4. DISCUSSION

The present study set out to compare the effectiveness of Total Physical Response (TPR) and Digital Storytelling (DST) in teaching vocabulary to ECE learners in Indonesia. The findings have shown that both methods contribute significantly to vocabulary development, yet in different ways, which opens important implications for theory, practice, and future research.

From a theoretical perspective, the findings of this study are consistent with Asher's [14]Total Physical Response (TPR) theory, which highlights the role of kinesthetic involvement in supporting memory and language acquisition. According to this view, physical activity helps learners build stronger associations between language input and meaning, thus facilitating faster and more accurate recall. Children in the TPR group clearly benefited from this principle, as they were able to remember vocabulary items more quickly while remaining actively engaged in the learning process. This evidence reinforces the claim that movement-based tasks are highly effective for enhancing short-term vocabulary acquisition and sustaining young learners' motivation [33], [34].

In contrast, the performance of the Digital Storytelling (DST) group aligns with Dewi's [35] DST and video-assisted research, which emphasizes the dual coding of visual and auditory channels to optimize language learning. By combining narration, images, and sound, DST provides meaningful contexts that not only capture children's attention but also promote deeper processing and longer-lasting retention of vocabulary. These results suggest that DST encourages imagination and contextual understanding, which contribute to durable learning outcomes [20]. Thus, the two approaches should not be seen as contradictory, but rather complementary TPR excels in fostering immediate, action-based recall, whereas DST enhances long-term retention through rich, contextualized input.

The results carry real weight for early childhood English teaching. They show that sticking to one method isn't enough kids learn in layers. Their language growth happens alongside physical, emotional, and social development, so any good teaching approach must touch all those parts. Studies on multimodal learning back this up. When lessons get children thinking, moving, and feeling at once, the learning sticks. Engagement rises, memory strengthens, and motivation doesn't fade halfway through. In short, teaching that connects both body and mind isn't just more fun it's more effective [36]. Therefore, incorporating both movement-based and context-based strategies provides a stronger foundation for vocabulary learning compared to a single-method approach.

In everyday classroom practice, teachers should mix methods that fire up both movement and imagination. A session might kick off with TPR kids moving, acting out commands, and linking words to actions. It wakes them up, gets their energy flowing, and locks new vocabulary into muscle memory. After that burst of activity, DST can take over. Through stories, visuals, and sound, the same words come alive again in real contexts. The shift from action to story helps children build meaning and see how those words work in life-like situations. Research keeps pointing in the same direction when lessons combine both physical and cognitive-imaginative learning, children stay engaged longer and remember more. The blend doesn't just teach vocabulary; it turns learning into an experience they carry forward [20]. Thus, combining TPR and DST can yield a balanced and effective learning experience in early childhood English classrooms.

Teacher reflects in the study further underscore this need for balance. Teachers working with TPR highlighted its motivational advantages but acknowledged challenges in maintaining classroom control [37]. Meanwhile, teachers implementing DST praised its contextual depth but also noted the demands of preparation and technological access [38]. By recognizing both strengths and limitations, educators and policymakers can design professional development programs that train teachers to adaptively combine methods based on classroom realities.

Beyond classroom practice, this study adds something bigger to the conversation about early childhood education in Indonesia. There's still not much research that directly compares how different teaching methods work for young English learners, especially when it comes to vocabulary. By putting TPR and DST side by side, this study offers real data evidence teachers can use to make smarter, more grounded choices in their own classrooms. It also sends a reminder that teaching English to preschoolers isn't just about words on flashcards. Methods must match where children are developmentally mentally, emotionally, and socially. The best language teaching connects all three, shaping not only how kids learn English but how they grow as learners [6], [39].

Nevertheless, these findings shouldn't be read as the final word. A few limits shape how far the conclusions can stretch. The quasi-experimental setup, for one, meant the groups couldn't be fully randomized. That leaves room for subtle bias in how children were divided into something that might have nudged the results. Then there's the sample size: just forty kids. Small groups can't capture the full diversity of learners, and a few strong or weak performances can shift the averages. A larger sample might have painted a clearer, steadier picture. Factors like family background, how much English kids had already

heard, or how much support they got at home probably added quiet layers of difference that numbers alone couldn't smooth out. And finally, the study zoomed in tightly on vocabulary learning. Words matter they're the entry point to language but they're only one slice of what it means to be proficient. Skills like grammar, listening, and real communication weren't tested here. Whether TPR and DST shape those broader abilities remains a question for the next round of research.

Future studies need to go wider and deeper. Larger, more varied samples would paint a truer picture of how young children across Indonesia learn English. Including both urban and rural ECE schools could reveal how differences in resources access to tech, teacher training, even classroom space shape how well TPR and DST work. It would also help to track children over time. A few weeks of improvement are encouraging, but it doesn't show whether those new words stick months or years later. Longitudinal research could answer that showing whether early gains grow, fade, or transform as children move through their schooling [40]. Such research could examine the retention, transferability, and cumulative benefits of using TPR, DST, or a blended approach. Another fruitful direction would be to develop and test hybrid instructional models that combine the strengths of both methods. For instance, lessons might begin with TPR activities that energize children and help them create word-action associations, followed by DST sessions that deepen learning by situating vocabulary within stories, images, and soundscapes. This combined approach could foster not only immediate recall but also sustained retention and contextualized understanding.

Beyond research considerations, the clinical and practical implications of the findings are equally important. For classroom teachers, the study highlights that neither TPR nor DST alone is sufficient to address the complex nature of young learners' development. Instead, integrating both methods can create a structured yet flexible framework that maximizes engagement, creativity, and learning outcomes. In resource-limited classrooms, TPR offers a low-cost, easily implementable approach since it relies primarily on teacher commands, gestures, and student movement [41]. On the other hand, in schools where digital resources are available, DST can provide richer experiences by engaging children's imagination through multimedia narratives. Thus, the combination of TPR and DST is particularly relevant in Indonesia, where disparities in school resources are significant.

For teachers seeking practical applications, specific strategies can be recommended. Teachers might begin a vocabulary lesson with TPR activities, such as instructing children to "jump," "run," or "touch the table," to establish strong word-action connections. Once learners are familiar with vocabulary items, the lesson can transition to DST activities. For example, a short-animated story could be used to show characters jumping or running within a meaningful narrative, reinforcing the words already learned through TPR. Alternatively, children could be encouraged to create their own digital stories with teacher guidance, combining drawings, recorded voices, and images to retell stories that feature the target vocabulary. These strategies not only build vocabulary but also nurture creativity, collaboration, and digital literacy skills [19], [42].

From a policy perspective, the findings also underscore the need for systemic support. Policymakers need to see that teachers and technology sit at the core of making TPR and DST work. Training shouldn't stop showing teachers how each method functions, it should push them to mix the two, adapt lessons, and find creative balance between movement and media. But training alone won't cut it. Without solid infrastructure, even the best ideas fall flat. Schools in less advantaged areas often lack the digital tools needed for DST, which means the gap between resource-rich and resource-poor classrooms keeps widening. Governments and education partners must step up, investing in both tools and teacher preparation. When early childhood teachers have the skills and the means to use hybrid methods, the payoff is huge more equal opportunities, stronger teaching quality, and a fairer start for every child learning English [3], [7].

In summary, while this study provides important insights into the effectiveness of TPR and DST in vocabulary teaching, its limitations remind us that caution is necessary in interpreting the results. More expansive and longitudinal studies are required to validate and extend these findings. At the same time, the practical implications are already clear: teachers should be encouraged to adopt an integrative approach that combines TPR and DST, while policymakers should provide the necessary support in terms of training and infrastructure. Ultimately, such efforts will ensure that young learners in Indonesia and similar contexts have access to effective, engaging, and developmentally appropriate English instruction that balances immediate recall with long-term retention.

In conclusion, this study demonstrates that TPR and DST, though different in mechanism, converge in their effectiveness when used strategically. By situating the findings within Asher's [14] theoretical frameworks, it becomes clear that vocabulary learning in early childhood benefits most when both kinesthetic and multimedia approaches are leveraged. Integrating TPR and DST is therefore not merely a pedagogical option but a necessity for optimizing language learning in ECE classrooms. Future research

should continue to refine this integrated model, ensuring that young learners receive instruction that is engaging, developmentally appropriate, and grounded in evidence-based practice.

5. CONCLUSION

This study concludes that both Total Physical Response (TPR) and Digital Storytelling (DST) are effective for teaching vocabulary to young learners, each offering distinct benefits TPR promotes active participation and immediate recall through physical movement, while DST enhances long-term retention and comprehension through contextualized, narrative-based learning. The findings emphasize that teachers should integrate both methods for a more balanced approach that combines kinesthetic and cognitive engagement. The study's implications extend to teachers, who are encouraged to adopt multimodal strategies; educational institutions, which should provide training and resources for implementation; and researchers, who can explore hybrid TPR-DST models and their potential for developing other language skills like listening and speaking.

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