
RESEARCH ARTICLE

Evaluating the Efficacy of Total Physical Response (TPR) in Video-Based Vocabulary Instruction: A Case Study at Dokuz Eylul University, Türkiye

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ABSTRACT

The goal of this study is to evaluate how the Total Physical Response Method (TPRM) is utilised to carry out the processes of teaching and learning vocabulary. In this examination, qualitative research was used as the methodology. The observation approach is by far the most common one utilised by researchers when it comes to data collection. The researcher accessed films on YouTube with the intention of studying and analysing the process of how vocabulary is taught and learned. Dokuz Eylul University in Turkey supplied the research participants; all of them were either students or faculty members at the university majoring in English language studies or professionals in the field of teaching instructors of foreign languages. The findings of the research reveal that students find it easier to memorise new vocabulary when they acquire it using this strategy for the study of vocabulary. This is indicated by the fact that students found it simpler to memorise the new vocabulary. Students are able to learn vocabulary in a way that is both interesting and pleasurable with the help of this method, which incorporates both verbal and physical activity into the learning process.

KEYWORDS

Total Physical Response, Video-Based Vocabulary Instruction, Case study.

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1. Introduction

English is a language that is utilized globally, whether it is as a first, second, or foreign language, in a wide range of formal and informal contexts. It is crucial for individuals to attain proficiency in it as it functions as the de facto international language of communication. Proficient English communication skills not only foster interpersonal relationships but also have substantial ramifications for the development of a nation's youth, exerting an influence on the safeguarding of national identity (Islam & Stapa, 2021). In the present-day global landscape, in order to maintain competitiveness, nations must prioritize scientific education and technological progress.

This study introduces a novel approach to addressing the challenge of vocabulary acquisition among Indonesian students learning English as a second language. Despite English being a mandatory part of the curriculum, many students struggle with building a robust vocabulary, which directly impacts their ability to communicate effectively. Existing literature underscores the pivotal role of vocabulary in language proficiency and educational achievement. However, this research innovatively integrates the Total Physical Response (TPR) method into English language instruction within the Indonesian context. The TPR method is renowned for its efficacy in facilitating language learning through physical engagement, aiming to immerse students in real-world language contexts. By employing active learning techniques that incorporate physical movements to reinforce vocabulary acquisition, this study aims not only to enhance students' retention of vocabulary but also to elevate their overall English language proficiency. This approach represents a significant departure from traditional instructional methods in Indonesia, which have often struggled to sustain student interest and motivation in English language education.

Indonesian students learning English as a second language have a hard time picking up new words. This study looks at how to help them. Even though English is required, a lot of students have trouble expanding their vocabulary, which makes it hard for them to speak clearly. Previous studies have shown how important grammar is for learning a language and doing well in school. That being said, this study takes a new approach by using the Total Physical Response (TPR) method to teach English. The goal of the TPR method, which is known for getting people to learn languages by moving around, is to put students in real-life language situations. This study aims to help students remember new words and improve their overall English language skills by including physical tasks that help with learning new words. This is a new way of teaching English in Indonesia that aims to keep students interested and motivated by making the lessons more engaging and relevant to their lives.

In the context of Indonesia, for instance, English language study constitutes an obligatory component of the academic curriculum. Four fundamental components constitute language education: writing, speaking, listening, and reading. In order to attain fluency and facilitate effective communication in English, it is imperative that learners thoroughly comprehend the subskills, which are the fundamental components of the language, and cultivate four distinct linguistic abilities. Nonetheless, a significant obstacle to children's English-learning progress is the frequent difficulty they encounter in amassing an adequate vocabulary, according to research. A restricted lexicon may hinder their capacity to comprehend and articulate in the target language. The fact that a significant number of students have lost interest in studying English exacerbates the problem. Due to the importance of vocabulary in effective communication, it is critical that children possess an extensive repertoire of words and expressions (Islam & Stapa, 2021). Therefore, in order for students to effectively communicate with one another, a solid command of the language is vital. (Tosuncuoglu, 2015) posits that an extensive lexicon not only indicates intellectual prowess but also functions as a beneficial instrument for attaining proficiency in a language. Acquiring proficiency in multiple languages augments a student's capacity for innovative thinking and proficient correspondence. However, numerous factors, including instructional approaches, can impede the vocabulary development of certain students. Therefore, it is imperative to implement efficacious pedagogical methods. A variety of instructional approaches, including the Total Physical Response (TPR) method, can be utilized by instructors to increase student engagement and course efficacy.

Students are more likely to retain new vocabulary and develop an interest in the subject matter when exposed to the language in natural settings, which is precisely why the TPR method has been so effectively utilized in English instruction and learning. Language proficiency can be expeditiously enhanced as students engage in physical activities that broaden their vocabularies. English proficiency is crucial for speakers on a global scale, as it facilitates the establishment and maintenance of connections and is utilized in a variety of contexts across the globe. In addition, international competitiveness is contingent upon English proficiency; English instruction is required from junior high school through college in Indonesia. As the four pillars of language education, students must attain proficiency in writing, speaking, listening, and reading. The development of the remaining linguistic competencies is facilitated by vocabulary, pronunciation, and grammar, which serve as the bedrock for clear and effective English communication and comprehension. Nonetheless, it takes time and effort to attain mastery over all four linguistic abilities. The present state of students' vocabulary knowledge is inadequate, which impedes their ability to speak English fluently (Anh & Ho, 2018). Their capacity to comprehend and articulate themselves proficiently is curtailed by an inadequate lexicon. The lack of enthusiasm that numerous students display toward English renders the subject seemingly insurmountable.

Due to the fact that vocabulary plays a crucial role in the construction of coherent sentences, it is critical that youngsters develop a broad lexicon. Therefore, in order to facilitate effective communication, it is imperative that students develop and hone their vocabularies. Given that words symbolize concepts, acquiring a larger lexicon is a vital component of language acquisition. Acquiring novel vocabulary enhances students' capacity for coherent expression and expands their cognitive horizons. However, instances may arise in which students encounter challenges in accurately or adequately employing vocabulary, and a multitude of factors may contribute to such lexical woes. In light of these challenges, it is critical to contemplate the manner in which the material is delivered within the classroom setting.

To engage students and improve the flow of instruction, the aim of this educational setting was to implement pedagogical strategies that integrated a number of approaches, including the TPR method. By having students apply the vocabulary of the target language in authentic situations, the TPR method increases motivation to study English and accelerates the acquisition of new words. Students can rapidly increase their lexical repertoires by employing this methodology, and the incorporation of physical activity captivates their interest, thereby facilitating exposure to a broader spectrum of language.

2. Literature Review

2.1 The Explanation of What Total Physical Response Means

Experts from all over the world have come up with a definition for total physical response. According to (Anh & Ho, 2018), Total Physical Response (TPR) is a method for teaching language that is structured on the coordination of speech and action. It makes

an effort to teach language through the use of physical (motor) activity. It is considered that when a memory connection is traced more frequently or extensively, the memory association will get stronger, and there will be a greater chance that it will be recalled. Increasing the likelihood of a successful recall can be accomplished by engaging in physical activity. In the meanwhile, (Viviane Hounhanou, 2020) explains Total Physical Response as a technique that is based on a brief series of instructions or descriptions that are enacted and involve a significant amount of bodily response. When learning their first language, children frequently associate a physical action with a particular word or phrase. It happens to people while they are learning a new language as well. By putting what they have learned into action, youngsters will find it much simpler to commit the vocabulary to memory (Astutik et al., 2019). Children are going to have such an amazing and life-changing experience if they participate in that kind of learning (Yusuf et al., 2017). They will have an easier time remembering the words as a result of this.

Another definition of full Physical Response can be found in (Trung Cang et al., 2021). They felt that TPR was one way that might supply a plentiful input in directives. Children are given instructions to follow within the context of a game, which often involves them participating in some type of action or manipulating things available in the classroom. This is referred to as "direct instruction." In support, (Anh & Ho, 2018) argue that following orders stated by the instructor (without translation into the native language) is the quickest and least stressful way to build an understanding of any target language. Children will have an easier time learning other languages, especially vocabulary if they use TPR (Liu & Chen, 2021). It has the ability to produce a low-anxiety and learning-friendly environment because it involves some form of mobility. Even the students will be in a good mood when studying because they will not feel any external pressure.

Anh & Ho (2018) contend that the TPR classroom, then, was one in which students conducted a considerable lot of listening and acting, which is in keeping with the ideas that were presented previously. Following the lessons on listening and speaking, this approach moves on to teaching reading and writing. On the basis of the definition of total Physical Response that was presented earlier, it is possible to deduce that Total Physical Response (TPR) is a technique for teaching a foreign language that entails a significant amount of listening and acting based on a brief series of instructions in the context of a game-like environment by means of physical (motor) activity (Bakhsh, 2016). This can be concluded from the fact that TPR was defined above. According to (Yusuf et al., 2017), children will be able to learn vocabulary through voice and actions in an enjoyable environment thanks to this method.

2.2 The Fundamentals of TPR, or Total Physical Response

During the late 1960s, Asher devised the Total Physical Response (TPR) method for language instruction (Rambe, 2019). Its foundation is the notion that physical movement and body involvement can considerably enhance the language-learning experience. Used frequently with novices or in situations where language learners have limited exposure to the target language, TPR is a highly effective method for teaching vocabulary and fundamental sentence structures.

Receptive skills, namely comprehension and listening, are the primary emphasis of TPR. Prior to producing the target language, it is advisable for students to engage in listening and comprehending activities (Astutik et al., 2019). This illustrates the way in which infants acquire a natural language: by first comprehending spoken language, they progress to speaking (Islam & Stapa, 2021). Students are instructed in the target language by their instructors in TPR. Typically, particular physical actions are linked to these commands. A teacher may instruct a student to "stand up," and the student may comply by doing so. A term or phrase's meaning is strengthened through the use of physical actions. Acting as directors, educators contribute significantly to TPR. They facilitate student responses and issue directives. Critical to conveying meaning and engaging students are the instructor's body language, tone of voice, and gestures. Students execute complex actions in response to teacher directives, including imitation activities and standing, sitting, walking, and leaping. Engaging in this bodily reaction aids in fortifying the student's recollection of vocabulary and language structures. As students progress through the level, TPR progresses from simple commands and actions to increasingly complex ones. Instructors may include increasingly complex sentence structures and vocabulary as students advance. Students can study in a stress-free environment with TPR, which is frequently regarded as a low-anxiety approach to language acquisition. This can be extremely entertaining for novices, as they are not obligated to speak until they are prepared to do so. A crucial element of TPR is repetition. Students retain vocabulary and sentence structures more effectively when instructions and actions are repeated.

As students gain confidence in the language, they frequently start to generate language spontaneously in response to instructions, despite the fact that a methodical approach to teaching (TPR) emphasizes receptive abilities. Naturally, as students acquire confidence, they may transition to active language use. Teaching vocabulary, fundamental sentence structures, and imperatives (commands) are remarkably accomplished with Total Physical Response. A fun and engaging method to introduce learners to a new language, it is frequently employed in the early stages of language acquisition. It is typically employed in conjunction with other teaching methods to foster the development of well-rounded language skills, as it is not a comprehensive method of language acquisition. Its foundation is the notion that physical movement and body involvement can considerably enhance the

language-learning experience. Used frequently with novices or in situations where language learners have limited exposure to the target language, TPR is a highly effective method for teaching vocabulary and fundamental sentence structures (Bakhsh, 2016).

Trung Cang et al. (2021) claim that TPR is guided by a number of tenets. When communicating with speakers of the target language, physical action is often the most efficient method. The recollection of information is triggered by the student's response. Because of its role in regulating nonverbal behavior, the right hemisphere of the brain should be prioritized while attempting to train a foreign language. Rather than breaking down each word individually, you should provide an overview of the target language as a whole.

Students should work on enhancing their comprehension of the target language before attempting to carry on a conversation in it (Wahyu Diana et al., 2022). Students can go ahead to the second phase of learning if they use physical movement to master one of the language components. In order to direct their students' actions, educators might use imperatives, which are powerful linguistic tools.

Students can pick up new skills not only through direct experience but also by observing the practice of others. For young people to grow into confident adults, they need to gain a sense of pride in their accomplishments (Astutik et al., 2019). Learning is enhanced by reduced anxiety and recognition of one's previous successes. The methods and procedures involved do not require student education.

Practices Concepts are essential for the effective use of TPR in educational settings (Celik et al., 2021). Having a good grasp on the underlying ideas of an approach is crucial before beginning to teach it. This makes sure that the learning and teaching processes are smooth. Many people find the process of reading and writing to be rewarding, and this is accomplished in the classroom. There are predetermined stages and procedures for all of the body's reaction methods. Examples include revisiting previously learned material, rephrasing or replacing instructions entirely, and transferring control.

Teachers in TPR settings waste a lot of time checking students' work to ensure it is correct, which impacts both efficiency and fairness in the classroom. The accuracy of students' body motions can be evaluated by a motion sensing system, and once detected, students can be guided in their next steps. Therefore, in this investigation, a Python-based artificial intelligence (AI) motion sensing teaching system was developed to facilitate the simultaneous study of French and gesture recognition (Huang & Wang, 2021). The technique was then used in the study of how kinesthetic and non-kinesthetic students responded to various approaches to instruction.

2.3 Teaching Vocabulary Mastery Using Total Physical Response (TPR)

Teaching vocabulary mastery through TPR is an efficient and captivating method, particularly for young learners and language novices (Anh & Ho, 2018). TPR emphasizes the relationship between movement and language. Employ TPR to gradually instruct students in vocabulary mastery, including the selection of words and phrases to acquire (Eka, E., & Setiawan, 2018). Ensure that the information is pertinent and age-appropriate for students. Consider the physical manifestation associated with every vocabulary term. The intent of a word ought to be communicated through uncomplicated actions. Verbally pronounce the word "jump," then leap up and down. Ensure that actions and words are connected when instructing gestures. Demonstrate this to the students while they copy it. Request that learners perform vocabulary terms. Contingent on the number of the class, these may be completed individually or collectively. Instruct students to incorporate vocabulary and actions into simple dialogue or statements (Gayanti & Satriani, 2020). To instruct the children to "run," say "Run to the door," and have them perform the action. As students gain proficiency in the language, gradually incorporate more intricate sentences and actions (Setiawan et al., 2022). By merging phrases, one can generate extended commands or scenarios.

To make learning more enjoyable, integrate TPR into exercises and activities. Utilize vocabulary targets and Enhance students' language retention and comprehension. Instances of enhancing learning through the use of flash cards, exams, and so forth. Reinforce and evaluate concepts and activities to aid in their retention (Bakhsh, 2016). Prolonged mastery is augmented. Students are instructed to apply the vocabulary in narratives, role plays, or practical situations once they have mastered it. Although suitable for all ages and skill levels, TPR is most effective for novices and adolescents (Xie, 2021). It is a multisensory and physical approach to language acquisition.

3. Research Method

A qualitative research design was utilized in this study to investigate the English teaching environment at Dokuz Eylül University in Turkey, as well as the perspectives and experiences of the students enrolled. In order to collect data, we employed direct observation as our principal method. This was accomplished through the analysis of YouTube videos that demonstrated language

instruction and learning. By conducting a thorough analysis of these recordings, our objective was to acquire a profound comprehension of the pedagogical and educational procedures employed by the institution. This required capturing and recording the subtleties of instructors' facial expressions and interactions while presenting instructional materials, in addition to the students' reactions and engagements. The comprehensive documentation produced transcripts, which were classified into two discrete categories: transcripts of student responses and transcripts of teaching expression. Through a thorough examination of these transcripts, we undertook an extensive analysis that encompassed numerous facets, including the linguistic aspects, the teaching methodologies utilized, and other pertinent factors. By adopting this all-encompassing methodology, we were able to conduct an exhaustive examination of the pedagogical intricacies and dynamics of language acquisition within the framework of our research. As a result, we gained significant and indispensable knowledge regarding the pedagogical approaches and educational encounters of English instructors and their students at Dokuz Eylül University.

4. Findings and Discussion

The writers analyse a video that uses the Total Physical Response method in teaching vocabulary. In that video, there is a teacher and some students. The teacher organize the students into a circle around her, and She shows the students some pictures. Here is the conversation between the teacher and the students, as well as some criticism of the writers.

Teacher: Hello, students; good morning.

Students: Good morning, teacher.

The teacher acknowledges the students at the start of the lesson. Students were at ease and attended to their studies with greater concentration. It is preferable if the teacher also inquired about the students' health, asked what they did yesterday, or inquired about the previous lesson's material.

Teacher: Today we are going to learn new vocabulary, okay?

It is best if the teacher describes the learning goals and the reasons why it is necessary to comprehend the subject. A student's interest in learning might be motivated by it, and it can also improve their desire in learning.

Students : Okay.

Teacher : Could you just repeat what you just heard me say? "Car". That is very impressive! When teaching vocabulary, the instructor utilized a picture as a learning tool for the class. Students will have an easier time comprehending the concepts thanks to the accompanying visuals.

Students : Car.

Teacher : Car (whereas a photograph of a car is being appointed)

Students : Car

Teacher : Hands. (while appoint a picture of hands)

Students : Hands.

Teacher : Hands. (while appoint a picture of hands)

Students : Hands.

Teacher : Car, hands. (while appoint a pictures of car and hands)

Students : Car, hands.

Teacher : Apple. (while appoint a picture of apple)

Students : Apple.

Teacher : Apple. (while appoint a picture of apple)

Students : Apple.

Teacher : Car, hands, apple. (while appoint a pictures of car, hands, and apple)

Students : Car, hands, apple.

Teacher : Friends. (while appoint a picture of friends)

Students : Friends.

Teacher : Friends. (while appoint a picture of friends)

Students : Friends.

Teacher : Car, hands, apple, friends. (while appoint a pictures of car, hands, apple and friends)

Students : Car, hands, apple, friends.

Teacher : Teddy. (while appoint a picture of teddy)

Students : Teddy.

Teacher : Teddy. (while appoint a picture of teddy)

Students : Teddy.

Teacher : Car, hands, apple, friends, teddy. (while appoint a pictures of car, hands, apple, friends and teddy)

Students : Car, hands, apple, friends, teddy.

Assessing the effectiveness of Total Physical Response (TPR) in vocabulary acquisition during vocabulary instruction as demonstrated in the accompanying video. The instructor announced, "We will be acquiring new vocabulary today. Is that correct?" The teacher delineates the learning objectives and the rationale behind the significance of comprehending the subject matter. It has the potential to both inspire students' interest in learning and bolster their motivation to learn. The teaching evaluation is based on the teacher's effective introduction of the learning objectives, which are crucial in establishing the context and goals for students. This is consistent with the principles of TPR, as it establishes a concise framework for the content that students are expected to acquire.

The teacher employs reinforcement and repetition when she asks the pupils, "Could you repeat what you just heard me say?" "Automobile." "That is truly remarkable!" It is evident from the evaluation that repetition is a fundamental element of TPR, and the teacher frequently instructs students to reiterate terms. This facilitates vocabulary retention by reinforcing learning through auditory and vocal practice. Utilization of Visual Aids, such as car photographs, while the teacher is directing attention to the image: A fundamental component of TPR is the use of visual aids by the instructor to depict vocabulary words. Strong memory connections and comprehension are facilitated by associating words with images. The teacher employs multisensory learning, as evidenced by the image of a hand. The teacher's attractiveness serves as an illustration of the multisensory nature of TPR. Students are able to hear the words and repeat them in addition to viewing the image in the instruction transcript. Memory retention and comprehension are enhanced by this multisensory approach.

The teacher employs Progressive Complexity in the instruction of "Car, hand, apple." This is demonstrated by pointing to images of a car, a hand, and an apple. The steps' evaluation demonstrates that the teacher gradually increases the level of complexity by combining previously taught words. The repetition and context of this scaffolding technique serve to reinforce learning and help students build upon their existing knowledge. The teacher's use of Positive Reinforcement is demonstrated through the phrase, "That's impressive!" The teacher's praise for the pupil is a clear example of positive reinforcement. This is crucial in TPR to preserve student engagement and motivation, as it fosters active participation and enhances self-confidence. Students remain actively engaged due to the effectiveness of TPR in Vocabulary Acquisition. Visual aids, repetition, and physical response (such as pointing to images) are employed to sustain pupil engagement and engagement.

By associating vocabulary with visual aids and engaging in repetitive practice, TPR enhances memory retention. Neural connections associated with novel vocabulary are fortified by the multisensory approach (visual, auditory, and kinesthetic). Comprehension is facilitated by TPR's emphasis on visual representation and context. When students are able to visualize and associate words with physical actions, they are more likely to comprehend and retain their meanings.

The teacher's positive reinforcement inspires students to engage and boosts their self-assurance. This is crucial for the preservation of a positive learning environment and the promotion of ongoing learning. The effective application of Total Physical Response (TPR) in the vocabulary acquisition setting is illustrated by transcripts of the entire teaching and learning process. The teacher's instructional strategies are consistent with the principles of TPR, which encompass explicit learning objectives, repetition, the utilization of visual aids, multisensory learning, progressive complexity, and positive reinforcement. These components enhance the overall effectiveness of TPR by enhancing pupil engagement, retention, comprehension, and motivation in the acquisition of vocabulary.

Teacher : Okay. Stand up, please. Stand up, please, please stand up. Together. Drive your car. (while move hands like was driving)

Teacher say Stand up please three times it was waste of words or redundant.

Students : Drive your car. (following the move driving)

Teacher : Wash your hands. (while move wash hands)

Students : Wash your hands. (following move wash hands)

Teacher : Eat your apple. (while move hand toward the mouth like was eating)

Students : Eat your apple. (following move hand toward the mouth like was eating)

Teacher : Kiss your friends. (while move kiss hand)

Students : Kiss your friends. (following move kiss hand)

Teacher : Hug your teddy. (while move hug)

Students : Hug your teddy. (following move hug)

Teacher : Drive your car. (while move like drive a car)

Students : Drive your car. (following the move driving)

Teacher : Wash your hands. (while move wash hands)

Students : Wash your hands. (following move wash hands)

Teacher : Eat your apple. (while move hand toward the mouth like was eating)

Students : *Eat your apple. (following move hand toward the mouth like was eating)*

Teacher : *Kiss your friends. (while move kiss hand)*

Students : *Kiss your friends. (following move kiss hand)*

Teacher : *Hug your teddy. (while move hug)*

Students : *Hug your teddy. (following move hug)*

Teacher : *Okay. You'll be, okay, you'll be*

Students : *Okay.*

Teacher : *(the teacher sitting). Drive your car.*

Students : *Drive your car. (while move hands like was driving)*

Teacher : *Wash your hands.*

Students : *Wash your hands. (while move, wash hands)*

Teacher : *Eat your apple.*

Students : *Eat your apple. (while move hand to mouth like was eating)*

Teacher : *Kiss your friends.*

Students : *Kiss your friends. (while move kiss hand)*

Teacher : *Hug your teddy.*

Students : *Hug your teddy. (while move hug)*

The teacher repeats phrases several times, which is very important in TPR. Memory retention is facilitated by repetition, which serves to reinforce vocabulary and actions. Initially, the phrase "Please stand up" is repeated three times, followed by phrases such as "Drive your car" and "Wash your hands." This strengthens the association between words and their meanings by having students repeat the phrases as they perform the actions. Each action phrase is repeated by the students in imitation of the teacher. A specific physical action is associated with each command. Vocabulary is effectively embedded in the learner's memory through this multisensory approach. "Drive your car" requires the use of one's hands to operate a vehicle, while "Wash your hands" involves the act of cleaning one's hands. Making the learning process interactive and dynamic, students are actively involved in carrying out the actions. Redundancy, although it may seem excessive to repeat a command (e.g., "Please stand up" three times), is intended to reinforce vocabulary. However, it is important to maintain balance to prevent unnecessary repetition, which can lead to disconnection. The consistent structure of commands, followed by actions, helps develop predictable patterns that can facilitate learning. This is important for TPR, as it shows a high level of interaction between teacher and students. The teacher dictates an action, demonstrates it, and the students imitate and repeat it. This can contribute to the enjoyment of the learning experience by maintaining student motivation and enthusiasm through physical activity.

A wider choice of commands can be introduced to increase interest in the lesson and expand vocabulary. Understanding and retention can be improved by providing context to the action. For example, discussing the general time and location of the action. The learning process can be enhanced by including examples of when the teacher gives feedback or corrects students. The TPR method, as shown in the transcripts, has been effective in engaging students and reinforcing vocabulary through the repetition of words and physical actions. Overall, this approach facilitates the learning process by reinforcing language patterns. Increasing the variety and context of this teaching approach can further enhance its effectiveness.

Teacher : *(Teacher sit down on a chair) Okay. Let's do it random. Let's change okay. Wash your hands.*

Students : *Kiss your friends (while move wash hands)*

Teacher : *Kiss your friends.*

Students : *Kiss your friends (while move kiss hand)*

Teacher : *Eat your apple.*

Students : *Eat your apple (while move a hand to mouth like eating)*

Teacher : *Hug your teddy.*

Students : *Hug your teddy (while move hugging)*

Teacher : *Drive your car.*

Students : *Drive your car (while move driving)*

Teacher : *Wash your hands.*

Students : *Wash your hands (while move wash hands)*

Teacher : *Eat your apple.*

Students : *Eat your apple (while move a hand to mouth like eating)*

Teacher : *Hug your teddy.*

Students : *Hug your teddy (while move hugging)*

Teacher : *Kiss your friends.*

Students : *Kiss your friends. (while move kiss hand)*

Teacher : Okay. Let's quick. okay Let's quick. Wash your hands.

Students : (while move wash hands quickly)

Teacher : Hug your teddy.

Students : (while move hugging quickly)

Teacher : Kiss your friends.

Students : (while move kiss hand quickly)

Teacher : Drive your car.

Students : (while move driving quickly)

Teacher : Wash your hands.

Students : (while move, wash hands quickly)

Teacher : Eat your apple.

Students : (while move a hand to mouth like eating quickly)

This technique is very adorable because Students do the action quickly, and it's like trigger their adrenaline. It's motivate them to do the best.

Teacher : Okay. It's good. Thank you; sit down.

Students : (the students sitting)

Teacher : I need some quiz for you, okay. You can order picture and action, okay.

Students : Okay.

Teacher : You can listen and sort all the action in the here.

Students : Okay.

A look at how teaching and learning work: teachers keep students' attention by giving clear instructions and reminding them to do what they're supposed to do. The interaction keeps the kids interested and paying attention. Students eagerly follow the instructions, showing that they understand and can connect words with actions. The speed at which the teacher says things like "Hurry up" adds to the fun and challenge. This change helps keep students interested and improves their ability to think critically. Students literally do things that are related to words. Being physically active is linked to better memory, so this kinesthetic involvement helps you remember things. The teacher says that the students will finally be able to do the actions on their own, which shows that TPR encourages independence and confidence in language use.

This is an example of direct feedback, in which the teacher gives instant feedback by praising good behavior by saying things like "Great" or "Good." This good feedback makes people more likely to keep participating and working hard. Teachers give quizzes to see how well students can connect pictures with activities. This test helps find out how well the TPR method works for teaching words. Strong neural links are made by TPR, which helps you remember things. TPR is fun to learn because it is dynamic and lets you connect with it. Students are encouraged to take part, which makes their learning better overall. TPR helps students not only learn new words but also understand what they mean and how to use them. In this way, students can learn the language and use it in real life. Physical exercise, repetition, and immediate feedback are all important parts of this method. They help students stay interested, remember things, and understand what they are learning. Students find it easier to learn and remember new words when they use TPR, which is a fun and effective way to learn a language.

4. Discussion

The approach taken by the teacher at the time was innovative. First, he gives a pronunciation guide, and then he exhibits some pictures that go along with the term. By using this tool, students can learn to properly pronounce words and concepts without resorting to translation (Xie, 2021). Next, he had the students join in on the fun by repeating his comments and mimicking his actions. As a result, students will have more opportunities to socialize and get moving. Then, he implemented a repetition strategy that not only helped students learn the language but also helped them pay closer attention throughout class. The students sit in a circle around the teacher, which has been shown to improve class participation and focus (Ibrohim et al., 2018). Students of all ages will find this approach engaging, and as it emphasizes student interaction, it is suitable for use in the classroom. This is connected to the work of some linguists who examine the pros and cons of TPR and conclude that, like the other methods we have seen, it has some drawbacks that should be taken into account. It seemed very helpful at the outset of language learning, but as time went on, it lost its uniqueness and became less effective. It seemed to be most helpful at the first stages of learning a language. After that, the atmosphere in TPR sessions was the same as in any other expressive language course, with students no longer shying away from class debates and other activities. TPR reading and writing tasks are reserved for students who have demonstrated significant growth in their oral communication skills in class. The dynamic nature of language acquisition is highlighted here, making the situation all the more intriguing. TPR's primary strength is that it can be used effectively with students at the outset of their academic careers but not with those who are already well into their studies. We could say that TPR has drawbacks, just like every other approach we've considered. It seemed to perform best for students with lower levels of language

competency, but as their skills improved, its novelty waned. After overcoming their fear of public speaking, students in TPR participated in discussions and other activities in much the same way as their peers in virtually every other type of expressive language course. Only after students have finished their TPR vocabulary mastery, reading, and writing assignments can they practice speaking in front of the class. It captured the wonderful fluidity of language learning. According to studies, TPR's main advantage is that it can prepare students for elementary school but not for more advanced coursework.

The Total Physical Response (TPR) technique, a cutting-edge and dynamic approach to language learning (Kao, 2020), seems to be the foundation of the teaching strategy discussed in the discussion. To start, the instructor gives pronunciation instructions and uses visual aids to help students connect words to pictures. With this method, students can learn how to understand concepts and pronounce words correctly without the need for translation. For those that learn best visually, visual aids might be quite helpful.

Instructors can help students participate more actively by having them mimic motions and repeat remarks (Trung Cang et al., 2021). This method can be particularly beneficial for younger students or those who have a kinesthetic learning style because it not only promotes socializing and physical activity but also aids in language acquisition. One strategy to assist students in paying more attention and picking up the language is the use of repetition (Griffiths & Parr, 2000). Memory and comprehension can be improved with this technique. Students encircle the instructor as they sit. It is claimed that this setup will improve student attentiveness and participation. This is consistent with some educational studies that demonstrate how student involvement can be impacted by classroom design.

Conversations reveal that TPR works best for language learners who are just starting out, particularly for those with limited language proficiency. Note that TPR becomes less innovative and useful as students advance in their language learning. Students participate in conversations and exercises akin to those in previous expressive language courses as their language skills improve. This shows that while TPR could provide a solid basis for language learning, as children advance, they might need to add other techniques to it (Ummah, 2017). The dynamic aspect of language acquisition is highlighted in this conversation. The primary advantage of TPR is that it works well for novices, particularly in getting them ready for elementary school. For advanced classes, nevertheless, it might not be appropriate. This is consistent with the theory that varying teaching strategies may be more suited for various language proficiency levels. The reference to Ibrohim et al. (2018) in the debate demonstrates the scholarly backing for the concepts put forth. It is usually advantageous to back your instructional strategies with facts and research findings.

In conclusion, it seems that the TPR-based teaching strategy is engaging and successful, particularly for newcomers or students who struggle with language (Griffiths & Parr, 2000). It is acknowledged, nevertheless, that this technique could need to be reinforced with additional strategies as students advance. At the center of this conversation is the capacity to modify teaching strategies to fit various language acquisition stages.

5. Conclusion

Results of a discourse analysis using total physical response (TPR) for video-based vocabulary instruction. Using video-based resources, the Total Physical Response (TPR) method is a novel and successful way to teach vocabulary. We have examined the benefits and drawbacks of this approach in this study and have come to a number of key conclusions. Students have demonstrated a strong interest in TPR when combined with video-based vocabulary study. Students' motivation is increased when visual and kinesthetic aspects are combined since they are actively engaged in the learning process. Video material offers an immersive experience that can support attention retention. Students can acquire language in context with the use of video-based TPR. This helps students see and comprehend how words and phrases are used in everyday contexts, which is crucial for the learning of practical language skills. When it comes to teaching functional language skills, this method works really well. TPR combined with video enhances language recall and retention. Strong memory associations are created by vocabulary-related physical gestures and activities, which help children remember words and their meanings in the future. Video-based TPR makes use of multisensory learning.

This approach is appropriate for a variety of learners since it accommodates a variety of learning styles by fusing tactile and visual elements. There are many settings in which video-based TPR can be applied, including online and remote learning platforms as well as conventional classrooms. Its versatility is a big plus, particularly in today's digital and technologically driven educational environment. While TPR, in conjunction with video, is incredibly successful, it might not be the best approach for all facets of language acquisition. It works best when used to introduce and reinforce foundational language skills and vocabulary. It might not be appropriate for people with advanced language skills or complicated grammatical principles. Access to the right technology, video materials, and a physical learning space may be necessary for the implementation of video-based TPR. This could be a constraint in some learning environments. Teachers are key figures in helping TPR through video-based instruction. They must carefully choose suitable video material and create exercises that complement the learning goals. To sum up, TPR video-based vocabulary training is a highly successful and entertaining way to learn a language, particularly for novices and intermediate

students. By utilizing the strengths of both visual and kinesthetic learning, it enables students to pick up vocabulary in context. To address all language learning demands, this strategy should be utilized in addition to other approaches. To optimize this approach's advantages, proper execution, and teacher supervision are crucial.

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