



EnJourMe (English Journal of Merdeka) :
Culture, Language, and Teaching of English

Journal homepage: <http://jurnal.unmer.ac.id/index.php/enjourme/index>

The Use of Video and Total Physical Response (TPR) to Improve Students' Vocabulary Mastery

¹Rizky Lutviana, ²Siti Mafulah

¹Universitas Kanjuruhan Malang, Jl. S. Supriadi No. 48, 65148, Malang, Indonesia

²Universitas Kanjuruhan Malang, Jl. S. Supriadi No. 48, 65148, Indonesia

lutviana.rizky@umikama.ac.id, siti.mafulah@umikama.ac.id

ARTICLE INFO

Article history:

Received 04 November 2017

Received in revised form 17 January 2018

Accepted 21 May 2018

Available online 29 May 2018

Keywords:

interactive video, TPR, vocabulary mastery.

ABSTRACT

Teaching Junior High School students required fun and interactive activities, yet current practice in teaching them mostly focused on drilling activities, which are monotonous. This study employed Classroom Action Research (CAR), which is aimed at implementing video and TPR (Total Physical Response) teaching technique to improve students' vocabulary mastery. The subject of this research was 31 first grades of Junior High School students in English vocabulary class. The vocabulary lesson was presented in the form of interactive video in which required students to do vocabulary exercise while singing and moving their body. This research was successfully implemented in 2 cycles. On the Cycle 1, the criteria of success have not been achieved since only 45% students got score 75 or above. Students needed more exercises to understand the materials deeper. On the Cycle 2 students' score improved, 77.4% students got score 75 or above. Additionally, 82.21% students showed positive attitude toward the technique. Based on the findings it could be concluded that video and TPR teaching technique could improve students' vocabulary mastery. To implement this technique successfully teacher needs to manage carefully students to be discipline if they are too enthusiastic. Besides, teacher needs to consider the proportion of vocabulary exercise.

© 2018 EnJourMe. All rights reserved.

1. Introduction

Teaching English as a Foreign Language (EFL) in the primary school level in Indonesia is mostly directed to the teaching of language component, such as vocabulary. In this case, students' vocabulary aspect is the foundation to the development of students' language skills in the higher level of EFL language learning, such as listening, speaking, reading, and writing. However, in Junior High School, students tend to get limited exposure in vocabulary learning. They get limited experience to observe and acquire vocabulary from authentic material and use it in real life context. Young EFL learners have a lack amount and type of exposures to English. Their experience of the language outside the classroom is very little (Cameron, 2001). TPR is considered as traditional method in learning English in which learners learn by following directions spoke by teacher and response the directions through movements (Freeman & Anderson, 2011). This technique is suitable for teaching students in the elementary level since they love learning through movement. Hence, TPR strives to teach language through physical activity at the same time. Further, it is very efficacious techniques when it is followed by games, songs, and so forth (Er, 2013).

Several studies have been done to investigate the effectiveness of TPR to improve students' achievement in learning English, such as (Kuo, Hsu, & Fang, 2014), (Qiu, 2016) and (Khorasgani & Khanehgir, 2017)). Khorasgani & Khanehgir (2017), compared which one was more effective between teaching using Total Physical Response (TPR) and keyword method (KWM) to teach 34 Iranian Young Learners, between 6-7 years old. The status of teaching English in this case is as a foreign language through immersion programs. As a foreign language, students in the early age were expected to master wide range of vocabulary lessons, yet Iranian students got limited English exposure. No students experienced formal

English lesson before they started Elementary School and all of them were monolinguals. The KWM method was presented by associating the vocabulary to be learned with picture, number of word syllables, and imagery value while TPR was associated with movement, in this case students pointing and touching the real object of the vocabulary items to be learned. They concluded that KWM was more effective than TPR in teaching young learners since the new vocabulary items were concrete noun with high imagery value and high degree of phonemic overlapping.

Kuo et al. (2014) investigated the effect of Embodiment-based TPR approach on student's English vocabulary learning achievement, retention, and acceptance. By reviewing the weakness of TPR, that was not effective to be used for the large class, they introduced embodiment-based TPR to 50 elementary students grade 5. Embodiment based TPR is the traditional TPR combined with motion-sensing technology using Microsoft's Kinect sensing devices that can capture full-body 3D motions. They employed experimental research by comparing Embodiment based TPR and traditional TPR. They concluded that students' achievement on vocabulary between the two groups had no significant different. However, they found interesting finding that showed Embodiment based TPR helped learner with the vocabulary retention.

Ghani & Hanim (2014), investigated the effectiveness of TPR in helping low achiever young learner in learning English as a second language. They use traditional TPR in teaching English, that is to give students instruction in English, then student demonstrate the instruction. This way of teaching could reduce students' stress in learning English. The subject of the research is 48 young learners. They found that the experimental group that was taught by using TPR performed better than control group that was taught using traditional teaching method.

Qiu (2016), indicated that current teaching English in China put much emphasize on the form rather than word meaning, therefore students' were not motivated in learning English. To solve this problem Qiu (2016), conducted experimental research to investigate the effectiveness of TPR to teach vocabulary in Elementary level. There were 40 students, divided into two classes, one class as experimental class and the other as control class. The experimental class was taught using TPR while control class was taught by the traditional method. The vocabulary materials were about verbs and phrasal verbs. In conclusion, they found that the experiment group has a better command of the vocabulary spelling than that of the control group and physical actions can stimulate students' interest in learning.

From the previous studies above, TPR is mostly effective to be used to teach students in the elementary and primary school level and it is also mostly used to teach vocabulary. However, TPR should be supported with other interactive media to make the classroom alive. Compared to the previous researchers, this present study used classroom action research, in which combined TPR with interactive video as a media and cardboard paper as a tool for students to perform the movement based on the instruction given by the teacher to teach vocabulary especially about preposition.

Swan & Walter (1984) in Thornbury, (2007) state that "vocabulary acquisition is the largest and most important task facing the language learner". It is the largest and the most important because vocabulary is always developing and expanding and learners need to study vocabulary across a lifetime. The best time to start learning vocabulary is from the young age since young learners have good vocabulary retention. Furthermore, Nation, (2001) stated that "The general principle of learning burden is that the more a word represents patterns and knowledge that the learners are already familiar with, the lighter its learning burden". The suitable teaching technique and media that enable students to be familiar with the vocabulary were TPR and video interactive.

Problem found in this study was the current practice in teaching Junior High School students was mostly focused on drilling activities which were monotonous thus students felt not motivated in learning vocabulary. Learning vocabulary can be easy for students if teachers make them familiar with the vocabulary to be learned. Therefore, teacher needs to use interesting method to teach EFL at young learners, one of the ways is by using TPR. Thus, this research aims to implement video and TPR teaching technique to improve students' vocabulary mastery.

2. Method

This study employed Classroom Action Research based on Kemmis and McTaggart (1988: 10) in (Burns, (2009) that consisted of four steps, planning, action, observation and reflection. The research subject was 31 Senior High School students of grade 7. The planning stage was to design lesson plan, that was to use TPR and video as learning media. Before making planning, the researcher did preliminary study to identify students' problems in learning vocabulary. Next, the action was the implementation of the technique and the

media chosen. The material was about preposition. Students were introduced by interactive video about preposition. Students learned preposition through listening and singing from the video. After that, students performed the task by demonstrating direction from the teacher using cardboard paper media.

Moreover, in the observation stage, the researcher recorded students' progress by relying on the criteria of success. The criteria of success were from the two perspectives, those are students' achievement and students' attitude toward the technique. The criteria of success were: (1) 75% students got score 75 or above, and (2) 80% students showed positive attitude toward the technique. Therefore, there were two instruments in this research, namely vocabulary test and questionnaire. Finally, in the reflection stage, the researcher evaluated the practice of teaching and learning vocabulary using TPR and video interactive by reflecting to the criteria of success. If the criteria of success have achieved the researcher finished the step, and the other way round, if the criteria of success have not achieved the researcher revised the plan and continued to the second cycle.

3. Results and discussion

3.1. Finding

Based on the results of the preliminary study in the first cycle, the students' problem in learning was unidentified. Thus, the researchers formulated the most suitable strategies and media to be used, that was TPR and video. Another consideration in choosing TPR and video media is the material studied by the learner, that was vocabulary about prepositions. Besides, the researcher also used cardboard paper as the tool for students to demonstrate the action.

The action was the implementation of the planning that was documented in the lesson plan. The teacher needed 2 meetings to implement the technique. The teacher applied three phase technique in teaching. In the first meeting, in pre-teaching, students were introduced with the materials that was by watching the video about the preposition. After that, the teacher drilled the vocabulary and the pronunciation about prepositional place.

In whilst teaching, the teacher applied TPR combined with competitive game called "Where is the monkey?". The teacher asked students to make a group that consisted of 10 students. Each group stood up and made a line. Each group had one representative that should come in front of class to demonstrate the location of the monkey and the cardboard paper, whether they were inside, above, below, in front of, or etc., all students should perform the action in turn. Students who could show the location correction got the point. The group who got the highest score was the winner.

In post teaching teacher gave feedback and reflection on students' performance. In the second meeting teacher did vocabulary test and distributed questionnaire to the students to measure students' achievement and attitude toward the technique.

In the observation stage, the researcher observed students' progress in learning vocabulary. Students' achievement in learning vocabulary were indicated by score they got in vocabulary test. The test was in the form of cloze test that consisted of 20 items number.

Based on the results of the action implemented in the first cycle, it was found that the students' achievement had not reached the goal yet as expected. As seen in Table 1, the average of students' score was 75, the highest score was 100 and the lowest score was 60, and 14 students (45%) got score 75 or above. Students who got score 100 was 4 students and they were active and enthusiastic in playing game. Students who got score below the criteria of success were those who still needed more practice and enlightenment.

Table 1. Students' Achievement on Cycle 1

No	Name (Initial)	Score
1	A D F	60
2	A R	70
3	A K	60
4	A H A	60
5	A P S	75
6	A B S	100
7	B A S	85
8	B P	75
9	C D	75
10	C B	80
11	C S B A	100
12	E A	60
13	H D G	70
14	H D P	100
15	J J S	70
16	L A	70
17	M I I	70
18	M V	70
19	N R	100
20	R H	60
21	R N R	70
22	R A S	70
23	R A P	70
24	S A P	70
25	S R R	90
26	S F	90
27	B A	70
28	M F R	70
29	S N	75
30	H S I	75
31	M S	70
Average		75.16129032

Moreover, Table 2 showed students' attitude toward the technique, there were six statements that students needed to respond. The statements reflected students' reactions, including students' understanding, students' vocabulary retention, students' satisfaction in learning, students' preference, and students' level of confidence. All students participated to fill the questionnaire, and they responded based on reality they felt in the teaching learning process using TPR and video.

Table 2. Students' Attitude toward TPR and Video on Cycle 1

No	Statements	Responses				
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	I understand the vocabulary easily by using TPR and video interactive	9.6% (3 students)	35.4% (11 students)	38.7% (12 students)	16% (5 students)	0%
2	I can memorize the word easily	6.4% (2 students)	42% (13 students)	42% (13 students)	9.6% (3 students)	0%
3	I am satisfied with my ability in acquiring words	13% (4 students)	32.2% (10 students)	32.2% (10 students)	22.5% (7 students)	0%
4	I like the technique and media, I like the activity	16.1% (5 students)	45.1% (14 students)	32.2% (10 students)	6.4% (2 students)	0%
5	I feel confident and motivated learning vocabulary using TPR and video	16.1% (5 students)	48.3% (15 students)	19.3% (6 students)	16.1% (5 students)	0%
6	My ability in acquiring vocabulary improved	12.9% (4 students)	38.7% (12 students)	22.5% (7 students)	25.8% (8 students)	0%

In statement 1, 45% students (14 students) agreed that learning using TPR and video made them easy to understand the vocabulary. Students can easily imagine the concept of preposition by watching the video and demonstrates the action. However, 16% students disagree that the method and teaching media helped them to understand the vocabulary easily. In statement 2, 48.4% students (15 students) agreed that the technique and media used helped students to memorize the word easily. In statement 3, 45% students (14 students) were satisfied with their ability in acquiring words. In statement 4, 45% students (14 students) liked the technique and the media used. In statement 5, 64.4% students (20 students) agreed that they felt confident and motivated when learning vocabulary using TPR and video. Finally, in statement 6, 51.6% students agreed that their ability in acquiring words improved.

There were two things that should be noted, students' achievement and students' attitude. Students' achievement has not yet met the criteria of success since only 45% students (14 students) got score 75 or above and 55% students got score below 75. Students' difficulty in following the lesson was their ability in memorizing the words. They need more time to practice and remember the vocabulary. In this case, the solution was to give students more activity in drilling before performing the task.

Additionally, students' attitude toward the lesson also has not met the criteria of success. There were 6 statements on the questionnaire that reflected students' attitude toward the lesson, among the 6 statements, in average 49.9 % students showed the positive attitude toward the technique and the media used. Based on the result of the observation, when implementing the technique, the classroom condition was too crowded since most students were too excited. Therefore, most students cannot concentrate, they focus more on playing rather than learning, besides, not all students participated. To solve these problems, the teacher needed to manage the classroom well.

Since the action on the first cycle has not met the criteria of success, the researcher continued to the next cycle. In revising the plan for the second cycle, the researcher considered some problems that existed in cycle 1. The students' problems were (1) they needed more time to do drilling and understanding vocabulary before performing the task, and (2) they were too excited and made the classroom crowded, therefore, most students could not concentrate in following the lesson. Based on these problems, the researcher did some revision on planning, those were, (1) giving students more lesson on vocabulary drilling by adding one video that required them to remember the vocabulary through singing and while watching video to understand the concept of "preposition" deeper, and (2) manage the students well when demonstrating the action so that students would be more serious but quiet when demonstrating instruction from the teacher.

In implementing the technique were basically the same as those in cycle 1. The differences laid on the pre-teaching activity and rules for the game. In this case the teacher introduced students with the vocabulary about preposition by playing two videos. The first video contained the vocabulary, meaning as illustrated by the movement on the picture, and the pronunciation. The second video contained the vocabulary

lesson and exercises that required students to guess word and pronounce it. After that, teacher did drilling to students one by one.

In whilst teaching, the activity was the same as the activity in the cycle 1. However, the researcher modified some rules in the TPR game (1) students who made noise would be given score lower than the actual score, (2) all students must participate and contribute to the game, (3) the students were given time 1 minute to demonstrate the instruction (in this case the location of the monkey) so that all students got the chance to perform the task. These rules could be effectively applied. The classroom could be managed well and most students were active and enjoyed the game.

After implementing the action, the researcher administrated the test. The test was in the similar form from the previous cycle but with different questions. Students' achievement on cycle 2 can be seen in Table 3.

Table 3. Students' Achievement on Cycle 2

No	Name (Initial)	Score
1	A D F	100
2	A R	70
3	A K	100
4	A H A	100
5	A P S	85
6	A B S	90
7	B A S	85
8	B P	75
9	C D	75
10	C B	80
11	C S B A	90
12	E A	100
13	H D G	80
14	H D P	90
15	J J S	70
16	L A	80
17	M I I	70
18	M V	80
19	N R	90
20	R H	100
21	R N R	80
22	R A S	70
23	R A P	80
24	S A P	70
25	S R R	80
26	S F	70
27	B A	80
28	M F R	80
29	S N	75
30	H S I	70
31	M S	80

82.0967741935

Seeing Table 3 we may infer that students' score improved. The average score was 82, the highest score was 100 and the lowest score was 70, 24 students (77.4% students) got score 75 or above. These achievements indicated that students' achievement met the criteria of success. Based on the observation did

by researcher, in this cycle students were more confident in doing test, they were confident with their ability.

Table 4. Students' Attitude on TPR and Video on Cycle 2

No	Statements	Responses				
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	I understand the vocabulary easily by using TPR and video interactive	16.1 % (5 students)	64.5% (20 students)	12.9% (4 students)	6.4% (2 students)	0%
2	I can memorize the word easily	19.3% (6 students)	64.5% (20 students)	9.6% (3 students)	6.4% (2 students)	0%
3	I am satisfied with my ability in acquiring words	12.9% (4 students)	74.2% (23 students)	3.2% (1 students)	9.7% (2 students)	3.2% (1 student)
4	I like the technique and media, I like the activity	25.8% (8 students)	58% (18 students)	12.9% (4 students)	3.2% (1 student)	0%
5	I feel confident and motivated learning vocabulary using TPR and video	22.6% (7 students)	54.8% (17 students)	19.3% (6 students)	3.2% (1 student)	0%
6	My ability in acquiring vocabulary improved	22.6% (7 students)	58% (18 students)	16.1% (5 students)	3.2% (1 students)	0%

Table 4 showed students' attitude toward the technique and the media used. In this cycle, students showed more positive attitude toward the technique as in statement 1 80.6% students agreed that they felt easy to understand the material, easy to memorize the word 83.8% students (statement 2), felt satisfied with their ability in understanding words 87.1% students (statement 3), liked the technique 83.8% students (statement 4), felt confident and motivated in learning 77.4% (statement 5), and felt that their ability in acquiring the vocabulary improved 80.6% students (statement 6). From the result of the percentage statement 1 to 6, in average, 82.21% students showed positive attitude toward the technique and the media used. Based on this finding, the researcher may infer that students' attitude toward the technique and media used met the criteria of success.

The learning process carried out through TPR has shown the improvement toward the results of students' competence and attitude in the second cycle. Students' achievement improved, from the average score 75 to 82, and the percentage of students' score that passed the standard minimum score also improved, 45% to 77.4% students. Besides, students' attitude toward the technique was also improved, from the average 49.9% to 82.21%. They felt positive about the technique and the media used. Relying on this result, it may be inferred that TPR technique and video media could improve students' vocabulary mastery since the criteria of success has achieved. Therefore, the researcher finished the cycle

When learning vocabulary students' can easily remember the vocabulary and its meaning that were illustrated by the video and the movement they did. However, students needed more time to perform the task, once is not enough, they needed to time to learn and do simulation on the demonstration. By Implementing this technique, the classroom was alive and most students felt happy when learning while playing.

4. Conclusion and Suggestions

To sum up, TPR and video media could improve Junior High School students' achievement in learning vocabulary. One of the most important aspects of teaching vocabulary to Junior High School students was to make them understand the conceptual meaning of the word. Students in their age mostly liked learning activity that stimulate their visual and movement while learning. TPR was the teaching technique that required students to perform teacher's instruction by doing some movements. This technique can reduce learning burden. In addition, The TPR technique is best supported by the video media to make the students easy to visualize the concept of words before performing some movements. However, in implementing this technique, the teacher needs to consider the amount of materials presented to the students before implementing the technique and also the classroom management.

It is suggested for the teacher to implement this technique when teaching vocabulary to Junior High School students. Teacher should also consider students' condition and classroom condition before implementing this technique. It is essential to make students understand the materials as well as the instructions when using TPR and video media. Teacher needs to set some rules to make the classroom condition to be more suitable for learning, one of the ways was to make students to be more discipline in following the lesson.

5. References

- Burns, A. (2009). *Doing action research in english language teaching: A guide for practitioners*. Doing Action Research in English Language Teaching: A Guide for Practitioners. Routledge. <https://doi.org/10.4324/9780203863466>
- Cameron, L. (2001). Learning grammar. In *Teaching Languages to Young Learners* (pp. 96–121). Cambridge: Cambridge University Press. <https://doi.org/10.1017/CBO9780511733109.006>
- Er, S. (2013). Using Total Physical Response Method in Early Childhood Foreign Language Teaching Environments. *Procedia - Social and Behavioral Sciences*, 93, 1766–1768. <https://doi.org/10.1016/J.SBSPRO.2013.10.113>
- Ghani, M. Z., & Hanim, N. H. (2014). The Effectiveness of Total Physical Response Approach In Helping Slow Young Learners With Low Achievement Acquire English as a Second Language. *International Journal of Research In Social Sciences*, 4(6), 1–13. Retrieved from https://pdfs.semanticscholar.org/2bbe/5b62a0e66fc6556ea33212d810b17954ac97.pdf?_ga=2.75151505.2099543718.1528008916-625757936.1528008916
- Kuo, F.-R., Hsu, C.-C., & Fang, W.-C. (2014). The effects of Embodiment-based TPR approach on student English vocabulary learning achievement, retention and acceptance. *Journal of King Saud University - Computer and Information Sciences*, 26(1), 63–70. <https://doi.org/10.1016/J.JKSUCI.2013.10.003>
- Larsen-Freeman, D., & Anderson, M. (2011). *Techniques and principles in language teaching*. Oxford University Press.
- Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge University Press. Retrieved from https://books.google.co.id/books/about/Learning_Vocabulary_in_Another_Language.html?id=sKqx8k8gYTkC&redir_esc=y
- Qiu, Y. (2016). Research on the Application of Total Physical Response Approach to Vocabulary Teaching in Primary Schools. - Google Search. *International Journal of Arts and Commerce*, 5(7), 18–24. Retrieved from <https://www.ijac.org.uk/images/frontImages/gallery/Vol. 5 No. 7/3. 18-24.pdf>

Thornbury, S. (2007). How to Teach Vocabulary. Lanísia Helena Fortes Ferreira 1 How. <https://doi.org/10.1007/s13398-014-0173-7.2>

Toghyani Khorasgani, A., & Khanehgir, M. (2017). Teaching New Vocabulary To Iranian Young FL Learners: Using Two Methods Total Physical Response and Keyword Method. *International Journal of Languages' Education and Teaching*, 5(1), 90–100. <https://doi.org/10.18298/ijlet.1729>