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Meaningful and Memorable Learning: Integrating TPR and Youtube Videos to teach Vocabulary

Istiqlaliah Nurul Hidayati[a], Tina Priyantin[a], Deddy Sofyan[a]*

[a]Universitas Pakuan, Jalan Pakuan Number 1, Ciheuleut, Bogor 16143, West Java, Indonesia

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*Corresponding author e-mail address: istiqlaliah@unpak.ac.id

Abstract

The teaching of vocabulary is very essential in teaching a particular language. In Indonesia, English is taught from kindergarten up to higher educations. Unfortunately not all of the teachers in those levels especially in kindergartens and primary schools major in English or at least have good English proficiency. That is why English Language Education Study Program, the Faculty of Teacher Trainings and Educational Sciences, Pakuan University always conducts community service to provide trainings to teachers from any part of the city. The first thing done before the community service was doing need analysis. In 2019, the result of the need analysis was the teaching of vocabulary which is fun and meaningful. 28 teachers were involved in this research. They were divided into two groups to conduct experiment. From the experiment, it is proven that the training given to the teachers increase their understanding about TPR and the teaching of vocabulary. The teachers were also given questionnaire to find out their perception on the use of TPR and YouTube and from the questionnaire the teachers think that their knowledge on the teaching using TPR increased their knowledge and they can find benefits in using TPR and YouTube in the classroom namely: the use of TPR itself can help them accommodate students' different learning styles, teach vocabulary in context so that it is more meaningful, and the teaching learning situation becomes more fun.

Keywords: Total Physical Response, Vocabulary Teaching, YouTube, Young Learners

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1. Introduction

The teaching of vocabulary is utmost important in the teaching and learning process of a second or a foreign language because vocabulary has been acknowledged as one of the most essential elements of language proficiency (Carter & McCarthy, 2014).Without having adequate vocabulary, one cannot express his or her feeling quite effectively. Wu Fei (2012) says that vocabulary is the brick of a language. Unfortunately today, many teachers teaching vocabulary focus more on the rules of the language rather than the meaning. Hence, the teaching of the second or the foreign language becomes boring if it is not scary. Another problem arises is the teachers teach in the classrooms without knowing or implementing innovative way of teaching. Thus, students are not enthusiastic to learn and master the target language. This is a treacherous condition because when someone does not master vocabulary, that person will also find difficulties in applying grammar. It is said by Nunan (1998) that the mastery of a sufficient vocabulary is vital for successful second language use since without an extensive vocabulary, we will not be able to use the grammar. Therefore, the mastery of vocabulary needs to always be enhanced. However to avoid boredom, especially to teach young learners, an effective technique needs to be implemented.

Teaching young learners is not an easy matter. It is stated by Brumfit (1997) that teachers who teach young learners need some tools to help them. The first tool is language. It means that the teachers themselves need to master the language to be taught. The second one is the competence in primary teaching methodology. Brumfit states that the ability needed for teaching the level of young learners are not the same as teaching elsewhere in the educational system. They get bored fast and it can easily decrease their attention span. Therefore, interesting strategy needs to be implemented. Young learners need learning situation that is attractive and fun, and learning is improved by kinesthesis and the association of words with actions (Albaladejo, Coyle, de Larios, 2017). Nowadays, teaching strategies and methods are numerous. Many of them have been applied at schools ranging from kindergarten up to senior high school levels. Unfortunately some of the strategies are too complicated for young learners especially kindergarten students. Children will easily soak what they are taught when the materials are meaningful and concrete. That is why the activities in the classroom should be able to meet their language needs that focus on meaning more than on accuracy; emphasizing the value of activity, not the value of the language; involving collaboration and social development; providing a rich context, a lot of movement and activities that are interesting and fun, like songs, chants, poems, rhymes, stories or games that involve a lot of movement and gesture in response to rhythmic and repetitive language (Hughes, Raya et al. 2001).

Moreover, TPR activities appeal to kinaesthetic learners and support their learning of a foreign language.

The most common TPR activities are done by the teacher who gives instruction to the students and the students have to respond with their body movement to show that they understand the instruction. Sometimes it can also be done by utilizing things around the classroom. The followings are examples of the implementation of TPR in the classroom: 1) In accordance with the topic, the teacher can make some activities to add students' vocabulary enrichment by using some pictures or things. The pictures can be made simple such as using flashcard. The teacher can use commands such as: touch/go to, grab, etc. the pictures can be put on the wall or somewhere in the room. To make it more fun and demanding, the teacher can make it as a game. The students can be grouped and are asked to find or touch or fetch something provided in the classroom. The winner group would be those collecting the most cards or things. This activity can be played as the introduction of new vocabulary, or as a reviewing activity; 2) A more demanding activity will be the one requiring children to act out the verbs appearing in a story. A good example is the story *Susan Laughs* by Jeanne Willis (2000). There are 14 action verbs in the story

in two categories: sports and hobbies - *dance, paint, ride, row, sing, swim, trot,* and activities done in the park - *fly, hide, spin, splash, swing, throw, wave.* Children can mime the verbs, either while listening to the story or responding to teacher's commands fast.

The activity can become more physically demanding if undergone as a competitive game in which the speed of running and the ability to understand commands are combined: the pictures or flashcards can be stuck on the whiteboard and individual members of two groups of children run to the whiteboard to touch or pick up the picture with the word the teacher uses in his/her command; the group that collects more flashcards is the winner. This activity can be done as a lead-in for introducing new vocabulary, or as a practice activity for reviewing vocabulary.

The teaching of vocabulary by using TPR method is believed to be meaningful since the students are provided by movement, pictures, and practices. The students also will not be asked to practice or produce any target language before they are ready. The teachers then have to be good role models for the students. They also need to keep repeating the commands to make them memorable.

In Indonesia, English is introduced in some kindergartens. Unfortunately, not all of the teachers are able to speak English quite fluently. It happens because in the requirements of becoming a kindergarten teacher commonly cover several things such as the certificate of bachelor degree on kindergarten education or known as basic education but not English proficiency. That is why not all of kindergartens teach English to the students. When English is taught, many mistakes are found. This is the reality occurring in the field. Hidayati (2019) states that teachers in kindergarten make mistakes in pronunciation and word choice.

Since the case happens at large, the lecturers of English Language Education Study Program of the Faculty of Teacher Trainings and Educational Sciences of Pakuan University located in Bogor City, the Province of West Java, Indonesia conducted society service routinely in all levels of schools started from kindergarten to senior high. The activity of society service is done in every semester. The lecturers are grouped into several groups. One group consists of at least three persons. At first, the team conducts need analysis and then after the need has been investigated, they decide the solution which is in accordance to the research the team has conducted beforehand. Therefore it can be said that the research results of the lecturers are implemented in the society service activities. In this paper, the topic being discussed is the integration of Total Physical Response and the use of YouTube as the learning media.

Total Physical Response was chosen since the teachers in some kindergartens around the district of Sukaraja, the City of Bogor, West Java Province, Indonesia, states that they have problems in teaching English vocabulary to the students. When the students are given new vocabulary, the previous ones are gone. Another problem is when the lecturer team came to the schools, it was seen that the teacher taught vocabulary per word, without putting it in context. From these findings, the team agrees that the best solution is by introducing Total Physical Response method to the teachers.

There has been much research showing that Total Physical Response is effective in teaching. Furuhata (1999) conducted research on the perception of Japanese students about their preference learning style in studying English. The research result shows that Japanese students prefer kinaesthetic and audio learning styles and they think that their preference of learning styles are well accommodated by the implementation of Total Physical Response method.

Another research implementing TPR also shows 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 (Qiu 2016). TPR is almost always successful to be implemented for teaching English to young learners. However, Carruthers (2010) tries to implement TPR to teach adults. Even, almost all of the characters of adult learners can learn better using TPR. Kariuki and Bush (2008) conducted an experiment to 30 young learners. The experimental group was treated using TPR which is combined with

storytelling while the control group was taught using lecturing technique. The result shows significant difference in the students' vocabulary mastery. Another success story also is shared by Singh (2011) . The research results reveal that Total physical response (TPR) is a very operative tool to teach English language, especially vocabulary. Most studies approve that the students taught using TPR accomplish significantly better than the students taught using the traditional method. TPR also aids in developing listening and speaking skills as the students are asked to listen to the commands and act accordingly. Therefore, it is very significant that TPR is used at EFL classroom at primary level to enhance the listening and speaking skills and to enrich their vocabulary.

Anderson (2008) has proved that TPR was found to be a powerful method for teaching a second language. Thus, both the theoretical and pedagogical implications are consistent as evidenced by the critical analysis of the empirical studies. TPR is also integrated with a tool that can enhance its effectiveness in teaching. It is investigated by Kuo, Hsu et al. (2014). In the research, the result of learning retention showed a significant regression for the control group while the experimental group's learning retention retained, which implies the embodiment-based TPR approach could bring better learning retention than the conventional TPR approach. In addition, experimental group showed a highly positive level of acceptance toward the proposed learning approach.

Not only is it effective, TPR also makes students enthusiastic in learning English especially enhancing their vocabulary (Ummah 2016). She added that the students became more active and interested to learn English because the teacher taught them by using imperative drilling and modeling concept that became the basic concept of TPR method. The method exactly made them enjoyable and memorable in learning English. Finally, they did not only know and understand the materials in the class but they also were able to practice it out of the class.

In addition, the research conducted by Savić (2014) concludes that the main potential of using TPR activities in language teaching is in creating conditions similar to first language learning (making input meaningful and comprehensible), in reducing stress and engaging children affectively, and in assisting retention through motor movement. All in all, it is seen that TPR is an old method yet is still advantageous in teaching second or foreign language, not only to young learners but also to adults. Thus, the method needs to be preserved. However, today, technology grows very rapidly. There has been a lot of research showing the benefits of using technology in language teaching. Therefore TPR can also be combined with it.

In this paper, the technology used is YouTube. YouTube was generated in 2005, as an open public access web-platform making people it possible to upload, view and share video clips (YouTube, 2011a). It allows users to create their own channels through which they can upload and share videos, comment, rate, explore and post related videos, becoming a site where people join and interact (Biel & Gatica-Perez, 2011). Nowadays YouTube is ranked as the third most popular website, with hundreds of millions of users from around the world, exceeding 2 billion views of videos per day, and 35 hours of video uploaded every minute (YouTube, 2011b). As Downes (2008) states, YouTube has marked the transition from static to dynamic Internet, and its advantages are the ubiquity of video formats and the wealth of content of the videos. YouTube accommodates private or amateur videos, as well as advertising and highly-quality professional videos (Juhasz, 2009). All users have the opportunity to freely share videos on YouTube (Yang, Hsu, & Tan, 2010), uploading them under proper categories: Entertainment, News&Politics, Film&Animation, Gaming, Education, etc. However, the most popular are still considered Music, Entertainment and Comedy (Cheng, Dale, & Liu, 2008). As Burke *et al.* (2009) state, the categorization of the videos as "education" is mostly used by government, community agencies or teachers and students themselves.

There are several reasons of integrating YouTube with TPR. First of all, it is a challenge for

kindergarten teachers to have their video uploaded. It is expected that they will do their best to perform in the video. The second is to make the students possible to keep playing their teachers video at home so they can keep listening and finally the target vocabulary can stay in their mind for a long run. The last is for long distance schooling. At the end of the program, when the researcher was about to assess the videos uploaded by the teachers (in March 2020), the pandemic of Covid 19 just hit Indonesia. People were asked not to go out even to school. The solution for this is the long distance schooling or also called as school from home (SFH). It means that teachers have to prepare materials for the students from their own home. Face to face interaction is possible through some applications. Unfortunately not every student has the application and it is considered costly. The use of youTube can be one of the solutions. The teacher can record themselves teaching or modelling the sentences or words to be taught that day. After the introduction of the words and sentences, the teacher can give the students the movements in accordance with the sentences or commands given.

2. Materials and Methods

2.1. Materials

This research was conducted to kindergarten teachers around the district of Sukaraja, Bogor city, West Java, Indonesia. They were chosen because most of the schools in Sukaraja district have taught English to the students. There were 28 teachers joining the program. The teachers were at first given questionnaires before the treatment to diagnose their knowledge and understanding about the teaching of vocabulary and TPR method. After responding to the questionnaire, the teachers were asked to do a pre-test. After joining the pre-test, the teachers were asked to attend four time meetings. In the meetings they got several materials namely: the importance of vocabulary, the method of TPR, how to upload videos on YouTube, and the last is feedback session, In the feedback session, the teachers who had made videos containing themselves practicing TPR got comments and input about the practice. The content of the video, for example is: a group of teachers (could be two or three people) pretend to be teachers and students or all are teachers. They say: Teeth, teeth, I am brushing my teeth. Comb, comb, I am combing my hair. Wash, wash, I am washing my hands. Clean, clean, I am cleaning my body. While saying, they also practice what they say using their body movement. The videos were sent to the researchers who were also the instructors. They watched and evaluated the videos and gave feedback at the fourth meeting. The teachers listened to the feedback and revised their work. When the work had been revised and was ready to be uploaded, they uploaded it to a YouTube channel.

2.2. Methods

The research was done as a part of society service done by English Language Education Study Program, the Faculty of Teacher Trainings and Educational Sciences, Pakuan University. It was conducted to the teachers of kindergarten around Sukaraja District, the city of Bogor, West Java Province, Indonesia. The teachers were given pre and post-tests, pre and post-questionnaires, and four times meetings with the materials cover: the importance of teaching vocabulary, the implementation of TPR, how to upload videos on YouTube and listening to feedback given by the researchers who were also the trainers.

To find out whether there is improvement or not in the teachers' knowledge about TPR, the teachers were given a pre and post-tests. While for knowing their perception, they were given pre and post questionnaires. In analyzing the data from the test, the researchers did some steps, the first was scoring

the teachers' pre and post-tests; the second is calculating the mean, the third is calculating the standard deviation, and the last is calculating the t-test score. While for the perception, the researcher compared the responses of the pre and post questionnaire and describes the result.

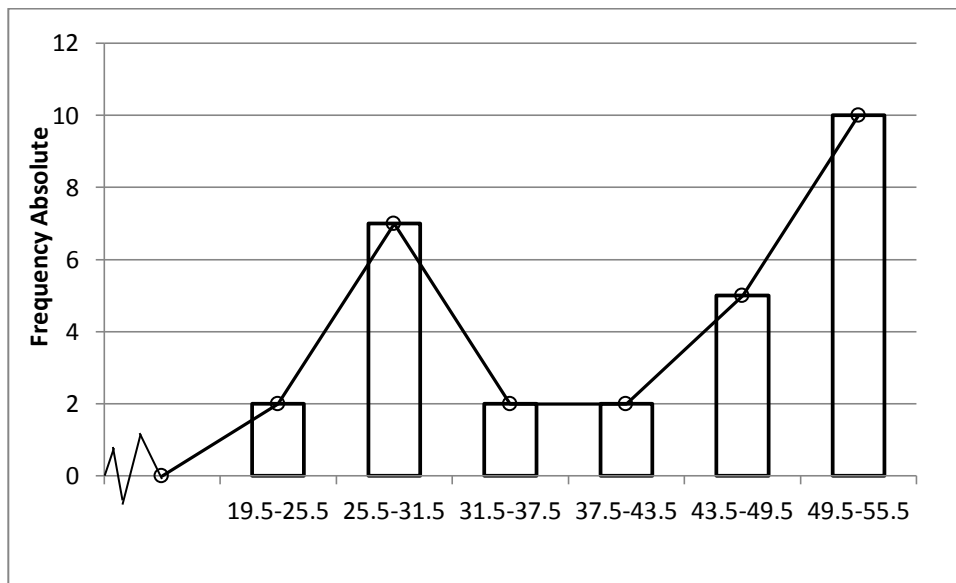# 3. Results and Discussion

3.1. The Result from the Test

3.1.1. Calculating Frequency Distribution of Pretest Scores

In this research, there are two tests given to the participants who are 28 kindergarten teachers around Sukaraja district before and after the treatments. The test before the treatment is known as pretest, while the test after the treatments is posttest. Based on the data of the pretest, the highest score of pretest is 55 and the lowest score is 20. The scores are presented in Table 1. This is the table of frequency distribution of pretest scores.

Table 1. Frequency Distribution of Pre-Test

	Class Interval	Class Boundary	Midpoint	$F_{absolute}$	$F_{relative}$ (%)
1	20-25	19.5-25.5	22.5	2	7.1%
2	26-31	25.5-31.5	28.5	7	25%
3	32-37	31.5-37.5	34.5	2	7.1%
4	38-43	37.5-43.5	40.5	2	7.1%
5	44-49	43.5-49.5	46.5	5	18%
6	50-55	49.5-55.5	52.5	10	35.7%
TOTAL				28	100%

In the table 1 above, class interval presents the teachers' score. Class boundary is the limitation of teachers' score, midpoint is the middle of the range scores, $f_{absolute}$ is the frequency of variable X, $f_{relative}$ is number percentage.

Picture 1. Histogram and Polygon Graph of Pre-Test Score

From the polygon graph above, it can be seen that the highest bar in the range of 49.5-55.5 consisted of 10 teachers only.

3.1.2. Calculating Frequency of Posttest Scores

After having the treatments, the highest score is up to 90 and the lowest score is 55. Both the highest and the lowest scores in posttest are higher than pretest. Table 2 below shows frequency distribution of posttest scores.

Table 2. Frequency Distribution of Post-Test

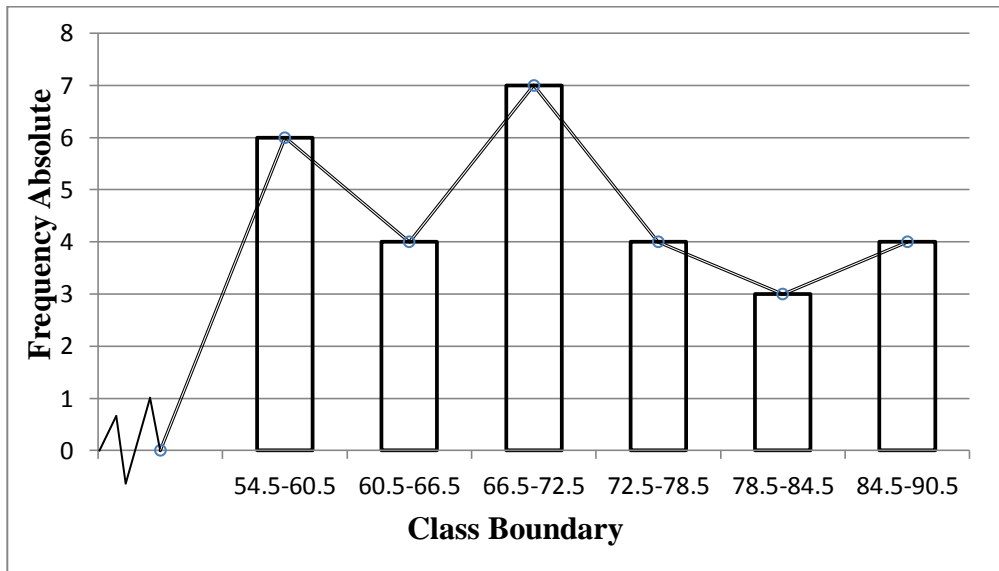| No.	Class Interval	Class Boundary	Midpoint	$F_{absolute}$	$F_{relative}$ (%)
1	55-60	54.5-60.5	57.5	6	21.4%
2	61-66	60.5-66.5	63.5	4	14.3%
3	67-72	66.5-72.5	69.5	7	25%
4	73-78	72.5-78.5	75.5	4	14.3%
5	79-84	78.5-84.5	81.5	3	10.7%
6	85-90	84.5-90.5	87.5	4	14.3%
Total				28	100%

Figure 2. Histogram and Polygon Graph of Post-Test Score

According to Figure 2, it can be assumed that most of the students' score is in range

1) Calculating Mean of Gain (M_d)

Calculating the mean of gain is to figure out the mean of the scores. The mean is calculated by dividing the total scores of the difference (gain) with total number of the sample. The total scores of difference is depicted by *d*. Mean while, the total number of students is symbolized by *n*. The calculation is as follows.

$$M_d \quad = \frac{\sum d}{n}$$
$$= \frac{845}{28}$$
$$= 30.18$$

Based on the calculation above, the researchers found that the total score of gain ($\sum d$) was 845. Then, it was divided by the total number of students (*n*) which was 28. Therefore, the result of the calculation was 30.18. Next, the writer inserted the mean of gain result into the calculation deviation of gain.

3.1.3. Calculating Deviation of Gain (X_d)

The deviation of gain is used to support the formula of t-test. The researcher counted the deviation of gain one by one based on the total numbers of students. The formula is counted as follows and it is the result of the first teacher.

$$\text{Xd} = d - Md$$
$$= 25 - 30.18$$
$$= \text{-}5.18$$

The result of deviation of gain (d) was 25. The writer counted it one by one based on the total numbers of students and it is the result of the first students. Moreover, the mean of gain score (Md) was 30.18. So, the writer got the result of deviation of gain was -5.18.

3.1.4. Calculating t-test

After gaining the mean and the deviation of difference, the t-test is counted to find out the t-test value. The purpose of calculating t-test is to find out the effect of the training to the teachers' knowledge on TPR and the teaching of vocabulary. The calculation is as follows.

$$t = \frac{Md}{\sqrt{\dfrac{\Sigma x_d^2}{n(n-1)}}}$$

$$= \frac{30.18}{\sqrt{\dfrac{2874.11}{28(27)}}}$$

$$= \frac{30.18}{\sqrt{\dfrac{2874.11}{756}}}$$

$$= \frac{30.18}{\sqrt{3.80}}$$

$$= \frac{30.18}{3.80}$$

$$= 7.94$$

After each formula has been calculated, the result showed that the t-test value was 7.94. Afterward, the writer compared the value with degree of freedom (df). It can be used to determine the significance and find out the hypothesis is rejected or accepted.

3.1.5. Degree of Freedom and Testing Hypothesis

The degree of freedom (df) is calculated after the t-test counted. It is intended to gain the value of t-table. The calculation can be seen as follows.

$$df = N - 1$$
$$= 28 - 1$$
$$= 27$$

The result presents that the degree of freedom is 27. According to t-table, the degree of freedom of 27 at the significant level of 0.05 is 2.05. At the previous calculation, the result of t-test is 7.94. It depicts that the t-test value is higher than the value of t-table (7.94>2.05). So, it can be assumed that the alternative hypothesis (*Ha*) is accepted.

3.2 The Result Derived from the Questionnaires

3.2.1 The Increase of Knowledge on Teaching Vocabulary
Before the treatment, 81.3% of the teachers did not know what it means by TPR. They were used to teach vocabulary separately from other words, not in a context. To make the teaching of vocabulary meaningful, what they did was by translating directly the meaning of the word. However only 40% of them think that what they had done so far was effective. Most of them (87.5%) did not know about learning styles and they did not know their students' learning styles either. After the treatment, they become know what learning styles are and they believe that TPR can accommodate their students' learning styles. Before the treatment, the teachers stated that the integration of physical response into the teaching of vocabulary was "maybe". However after the treatment, they said that they were sure physical response is beneficial for the teaching of vocabulary. Moreover, the use of YouTube as media enhances the effectiveness of TPR since it can be played over and over again until the students remember the target vocabulary.

3.2.2 The Benefits the Teachers Gain from Integrating TPR and YouTube as the media to teach Vocabulary
After the treatment, the teachers mentioned several advantages they get when they integrate TPR and YouTube. The use of TPR itself can help them accommodate students' different learning styles, teach vocabulary in context so that it is more meaningful, and the teaching learning situation becomes more fun.

4. Conclussion

The community service done by English Language Education Study Program, the Faculty of Teacher Training and Educational Sciences, Pakuan University was successful. It can be seen from the increase of the test scores of the teachers. They now know one of the best methods in teaching vocabulary. From the questionnaires it can be found out that the teachers think that their knowledge has increased and they can gain many benefits from the combination of TPR and YouTube as a teaching media.

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