

**INVESTIGATING THE USE OF TOTAL PHYSICAL RESPONSE (TPR)  
THROUGH VIDEO-BASED VOCABULARY INSTRUCTION**

**A Thesis**

Submitted as Partial Fulfillment of the Requirements for getting *Sarjana Pendidikan* Degree of English Language Education Study Program



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**2025**

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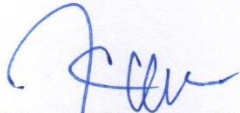
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## STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and references, as a scientific paper should.

Rangkasbitung, 15<sup>th</sup> of September 2025

The Writer,



**Sri Arum Nengsih**  
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## **MOTTO**

*“Dan bersama kesukaran pasti ada kemudahan.karena itu,bila selesai sesuai tugas , mulailah dengan yang lain dengan sungguh – sungguh.hanya kepada tuhanmu hendaknya kamu berharap.” (Q.S Alam Nasyrh 6-8).*

## **DEDICATIONS**

Gratefully and thankfully, I dedicate this thesis to:

1. My eternal love, ALLAH SWT, who gives me the breath of life till this time and always protects me with all this Greatness.
2. My beloved parents; my father Mr. Madsuni, and my mother Alm. Mrs. Sukenah, thanks for your advice, love, prayer and support, for always encourage me in finishing my study.
3. Myself, who has struggled, always tried, and never give up.
4. My supervisors, Mrs. Nurul Afiyattena, M. Pd and Mrs. Reni Apriani, M. Pd, who have given me support, input, and advice and helped me in finishing this proposal. Thank you very much Ma'am.

## ACKNOWLEDGEMENT

Alhamdulillah Rabbil ‘Aalamiin, all praise be to Allah SWT the Almighty and the most Merciful, and peace be upon the beloved final prophet Muhammad SAW. I thank Allah SWT who has bestowed me a great blessing, strength, and willingness that I could accomplish this thesis with hard work and prayers. I also believe that the completion of this thesis would not have been possible without the support of many people. Sincerely I really appreciate and address my gratitude especially, to my beloved father Mr. Madsuni, my beloved mother Alm. Mrs. Sukenah, and my beloved younger sister Siti wulandari.

My special gratitude goes to my first consultants, Mrs. Nurul Afiyattena, M.Pd., and Mrs. Reni Apriani, M. Pd. Who not only guided, gave advice, support, as well as criticized me in a very qualified manner, but also motivated me thoroughly with their leadership could learn much from him. A great appreciation and thanks will also go to all of my lecturers at the English Language Education Study Program of La Tansa Mashiro University, who had given me beneficial knowledge and had taught me lovingly and patiently. Headmaster of MIS Al wahdah, Mrs. Yayah Sadiyah S.Pd.I. Who had allowed me to conduct research at his school, English teachers of SMP Al wahdah, Mr. Misto Masriyanto S.Pd. Who had facilitated me in conducting the research, teachers, and staff of SMP Al Wahdah who had welcomed me during my research the others, who cannot be mentioned one by one, who have given their spirit to accomplish this thesis, I also give my respect.

Finally, I believe this thesis is far from perfect. However, it is hoped that it will be useful and contribute to the English teaching process, especially in teaching writing to Islamic Junior High School students in this digital era. Therefore, I greatly appreciate any criticism, ideas, and suggestions for the improvement of this proposal.

Rangkasbitung, 15<sup>th</sup> of September 2025

Sri Arum Nengsih

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**ABSTRACT**

This study aims to investigate the process of teaching vocabulary using Total Physical Response (TPR) based on video instruction and describe the types of TPR used by the teacher while teaching vocabulary using video – based instruction. This study used qualitative reseach methode with a case study. Research data were collected through semi-structured interviews and observations. The participants in this study consisted of 7<sup>Th</sup> grade junior high school. Data were analysed using a three-step analysis process by Miles et al (2014), namely data condensation, data display, and conclusion drawing or data verification. The finding of this research revealed that types of TPR that were used and combined with Video-based instruction while teaching vocablary were TPR-B, TPR-O and TPR-P, the ways teachers implemented it using Teacher Command Students perform (TCSP) and Teacher Command both Teacher and students Perform (TCTPS) procedures. The finding also described that most of the teachers fulfilled and followed the TPR teaching procedure supported by video based instruction that can assist the process of teaching vocabulary easier and more increase students engagement. Thus, this finding emphasize that the use media in teaching vocabulary through TPR is recommended for better understanding.

*Keywords: Teaching vocabulary, Total Physical Response, seven-grade junior high school*

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

One of the most important elements of language that must be taught and learned first when it comes to learning English is vocabulary. Vocabulary is the basic knowledge that students should learn, especially English as Second or Foreign Language learners must master in order to improve their skills in listening, reading, speaking and writing. Vocabulary is defined, roughly, as the words taught in the foreign language (Ur, 2008). In addition to its role as a foundation for mastering the four language skills, vocabulary also plays a central role in various language-related disciplines and teaching approaches. Furthermore, Crystal (2008) stated that vocabulary is a fix set of words used as part of the definition of other words. The notion is found in such contexts as foreign-language teaching, the teaching of reading and lexicography.

Teaching vocabulary to junior high school students is not an easy task. This is largely due to the developmental stage of adolescents, who tend to be highly active, easily bored, and exhibit a variety of learning styles particularly kinesthetic and visual (Nation, 2013). Unfortunately, many vocabulary teaching methods still rely on conventional approaches such as rote memorization, which can often lead to a lack of student interest, poor retention, and limited contextual understanding. To overcome these challenges, it is necessary to implement more interactive and student-centered teaching approaches that align with the characteristics of junior

high school learners. One such approach is The total physical response (TPR) method is a language learning method that is structured on the coordination of commands, speech, and action, as well as trying to teach language through physical activity (Asher, 2012) Meanwhile, Total Physical Response (TPR) is a language teaching method built around the coordination of speech and action it attempts to teach language through physical activity (Diane and Anderson, 2015). Total physical response (TPR) is also called “the comprehension approach” or an understanding approach, a method of approaching a foreign language with instructions or commands. As technology in education advances, so does the popularity of using video content as a teaching tool. Video can more accurately portray actual circumstances and offer captivating images, sounds, and context (Mayer, 2002). Combining video and the TPR method allows students to follow directions through movement in addition to seeing terminology used contextually, which enhances the learning process and makes it more engaging, enjoyable, and participatory.

Furthermore, there are several previous studies on the use of total physical response (TPR) Trough video - based vocabulary instruction. First study was conducted by Gusmuliana (2018), they stated that investigating implementation of Total Physical Response (TPR) strategy at Junior High School of SLBN Curup Selatan, for the problems came from phenomena occurred on the students with special needs who had different disability such as tunanetra/ blind students and Tunarungu/ deaf and mute students in Learning English. The result of the research of the implementation of Total Physical Response at SMPLBN Curup Selatan that

teachers could implemented Total Physical Response strategy effectively in which the students were able to receive information easily and were more enjoyable in learning English. Similarly, Ilmi & Anwar (2022) investigate the student's perception on Total Physical Response (TPR) method as a technique in teaching English vocabulary. This study found that the use obtained reveal that Total Physical Response technique allows students to study harder and easier in learning English vocabulary. Previous research has shown that the use of TPR can improve students' vocabulary skills at secondary levels. video media has been shown to help improving students' comprehension and motivation to learn. However, there are still few studies that specifically examine the effectiveness of the combination of TPR and video-based instruction in English vocabulary learning at the junior high school level.

From the description above, most of the previous studies focused on examining the effectiveness of the TPR and the students' response in regard with Conventional TPR, However, this study focuses on investigating the use of total physical response (TPR) trough video - based vocabulary instruction junior High school students in Indonesia. Therefore, the researcher gave the title "investigating the use of total physical response (TPR) trough video - based vocabulary instruction"

## **1.2 Identification of the Problem**

Based on the background study above, there are some identification of the problems that arise. The identifications are as follows:

1. The continued use of conventional vocabulary teaching methods that lack active student engagement (Traditional method).
2. A mismatch between the learning methods used and the learning styles of junior high school students, who are predominantly kinesthetic and visual.
3. A lack of teaching strategies.

## **1.3 Limitation of the Problem**

Based on the identification above, the researcher focuses on investigating the use of Total Physical Response (TPR) Through video- based vocabulary instruction.

## **1.4 Formulation of the Problem**

Related to the previous explanation, the researcher formulated the research question as follows:

1. Which Types of Total Physical Response is used by the Teacher while teaching vocabulary based – video instruction ?
2. How is the use of Total Physical Response Through video – based vocabulary instruction?

### **1.5 Objective of the Study**

1. To describe the types of Total Physical Response used by the teachers while teaching vocabulary using video – based instruction.
2. To Investigate the process of Teaching vocabulary using Total Physical Response based on video instruction.

### **1.6 Significance of the Study**

1. For English teachers

Researchers hope that the results of this research will be useful to other teachers in applying appropriate strategies for teaching English in learning. So that teachers can improve their methods and strategies in teaching English and the learning process will be more active, successful techniques, and efficient.

2. For students

The implementation of TPR through video-based instruction can help students learn vocabulary in a more enjoyable and memorable way, potentially increasing their motivation and participation.

3. For other researchers

This research can serve as a foundation or reference for further studies related to interactive and multimodal teaching methods, especially in the context of secondary education.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1 Vocabulary**

##### **2.1.1 The Definition of Vocabulary**

Vocabulary provides the foundation for good communication among speakers, listeners, readers, and writers, it is essential to language ability. Without a vast vocabulary and methods for learning new words, learners usually fall short of their potential. They could become disinterested in exploiting the many opportunities for language learning accessible to them, such as listening to the radio, conversing with native speakers, using the language in different contexts, reading, or watching television. According to Richards & Renandya (2022), vocabulary has clarified the levels of vocabulary learning that students must reach to read both simplified and unsimplified materials and to process different types of oral and written texts, as well as the kinds of strategies students use to comprehend, use, and remember words. It is strengthened by Khusniyati (2020), who assumed that the quantity and quality of a person's vocabulary determine the level of their language ability. Suggesting that vocabulary is not merely a component of language learning, but a core determinant of one's ability to comprehend, produce, and interact effectively using the language.

One of the foundations of understanding a language is vocabulary as a foundational step to help them understand the language and prepare to learn Vocabulary at the next level. As Hariyono (2020) stated that teaching vocabulary

to junior high school should begin early because it is crucial to language learning. Basic vocabulary is the one that used when teaching junior High school. According to Khusniyati (2020), vocabulary does not change easily, such as kinship, bodily part, pronoun, number, verb, adverb, and noun, constitutes the basic vocabulary, which serves as the foundation for effective communication and language acquisition.

Based on the opinion above, it can be concluded that vocabulary is very important for students to communicate effectively in English and improve their listening, speaking, reading, and writing skills. The quantity and quality of a person's vocabulary need to be considered because they determine their language ability. Teaching vocabulary to junior High school should be started early, as it is important for language learning. Basic vocabulary is essential for effective communication.

### **2.1.2 Vocabulary Competence Based Level of Students'**

Vocabulary competence is the ability of students to understand, recognize, and use words correctly according to their grade level. For junior high school students, vocabulary competence involves knowing word meanings, pronunciation, spelling, and how to apply words properly in context. This skill is essential for language proficiency and supports effective reading, communication, and academic achievement.

Furthermore, vocabulary competence in students is an English as a foreign language (EFL) skill that involves the ability to understand and use words, which is crucial for all four language skills listening, speaking, reading, and writing and

overall language proficiency. According to Nation (2013) in his book *Learning Vocabulary in Another Language*, vocabulary competence develops progressively through various stages of language learning, which is especially relevant for junior high school learners. Furthermore, Webb (2005) explains that vocabulary competence can be enhanced and assessed through activities such as reading and writing, which are important for students at the junior high school level.

### **2.1.3 The Teaching Vocabulary at Junior High School**

Vocabulary teaching involves not only the introduction of new words but also the explanation of their meaning, usage, pronunciation, and grammatical function. Teachers should help students to internalize vocabulary through repeated exposure, contextual understanding, and active use (Harmer, 2001, pp. 235–238). In the context of Junior High School, vocabulary teaching refers to the strategies and methods used by English teachers to introduce, explain, and reinforce English words appropriate to the students' cognitive and linguistic development. At this level, students are generally aged between 12 to 15 years, and are still developing their understanding of both their first language and a foreign language like English.

## **2.2 Total Physical Response (TPR)**

### **2.2.1 The Definition of Total Physical Response (TPR)**

Total Physical Response (TPR) is a language teaching method built around the coordination of speech and action. The Total Physical Response method is intended to provide an English language learning vocabulary through physical activity (motorbikes). According to Asher (2012, p.87) noted when humans learn

language, they first seem to listen a lot before they speak, and that listening is accompanied by physical responses reaching, feeling, moving, looking, and so on.

Total Physical Response is linked to the "trace theory" of memory in psychology, as Foroughi et al (2020) which holds that the more often or the more intensively a memory connection is traced, the stronger the memory association will be and the more likely it will be recalled. Retracing can be done verbally by rote repetition and or in association with motor activity. Combined tracing activities, such as verbal rehearsal accompanied by motor activity, hence increase the probability of successful recall.

Based on the explanation above, it can be concluded that of Total Physical Response method is a language learning method that teaches language through physical motor activity. This method emphasizes the development of language skills. The words taught first are words in the form of commands that are responded to physically before verbally because people who study a foreign language also need to follow the process of introducing their first language first.

The TPR approach is seen to be appropriate for junior high school based on those features. Thus, it is thought that this approach is beneficial for younger students. During TPR exercises, students are able to give instructions to both the teacher and their peers in addition to the teacher. Additionally, teachers can employ a variety of strategies to implement the TPR method in the classroom. In the book Asher (2012, p.47) there are main points of methods for applying the TPR method:

1. The teacher gives commands as she performs the action.
2. The teacher gives a command as both the teacher and the students perform the action.
3. The teacher gives commands, but only the students perform the action.
4. The teacher asked one of the students to do commands as an example in front of the class.
5. The roles of the teacher and students are reserved. One student gives commands to the teacher and to other students.

These strategies make it evident that TPR only concentrated on teaching pupils how to talk and listen. The kids will become accustomed to listening and using the words if one of those techniques is employed and repeated at each meeting. Since elementary school pupils are early learners and just started with anything new, it is beneficial for them. For kids, the ability to recognize what "sounds right" is crucial.

### **2.2.2 The Principles of Total Physical Response (TPR)**

The basic Principles of Total Physical Response (TPR) is the channel of learning engages all senses the senses are sight, hearing, taste, touch, smell, and all motor activities, as explained in the book (Asher, 2012, p.28). Many people will find learning is so easy though those channel or some of them. The keys to teaching English through the Total Physical Response (TPR) method by (Asher, 2012, p.28) are:

1. Learning a second language is similar to how people acquire their first language and the process is naturalistic.
2. Before speaking, listening must be developed first.

3. Children respond kinaesthetically to spoken language.
4. After listening comprehension has been developed, speaking also develops in a natural way and without any effort.
5. Postponing speaking diminishes stress.

In addition, as Diane and Anderson (2015, p.215) suggested the following principles in order to describe the ideas about applying the Total Physical Response (TPR) method in teaching language:

The meaning of a word can be conveyed through an action. In addition, the memory of the learner is activated through their response. The target language should be presented integrally, it is not in chunks or word - by -word. Listening and understanding the target language should be developed first before speaking development. Students can start to learn parts of the target language quickly by their kinaesthetic ability. By using an imperative voice, the teacher can direct the students. The imperative voice is such a powerful linguistic's device for the teacher. Students can learn vocabulary by observing and performing. The teacher makes some corrections for students in an encouraging way. Language learning will be more effective if the students enjoy it in the classroom.

Imperative drills are the major classroom activity in Total Physical Response. They are typically used to elicit physical actions and activity on the part of the learners. Learning vocabulary is delayed until after about 08.00 to 08.30 hours of instruction. Other class activities include role plays and slide presentations. Role plays center on everyday situations, such as at the classroom, bedroom, or house.

Based on the principle above, it can be concluded that by using kinaesthetic ability, the students will easily understand the meaning of the word when they are learning a foreign language, especially learning English. Moreover, physical movement is appropriate with the characteristics of junior high school, because they like to be involved in kinaesthetic activities. In addition, children like to pay attention to others and try to imitate what people do. This is the way children learn and get new knowledge. To make junior high school active in a language learning process, the teachers should create an appropriate activity that is suitable to the characteristics of the children.

### **2.2.3 The Procedures of Total Physical Response (TPR)**

To avoid being sidetracked when implementing the TPR method in the classroom, a teacher must be familiar with the protocols or stages involved before using the approach there. As Diane and Anderson (2015, p.215) stated that the steps are as follows:

#### **1. Prepare**

The teacher introduced the importance of vocabulary items by pronouncing them without telling the meanings. Select the vocabulary that you are going to teach. Gather any equipment, props or pictures you will need to illustrate the meaning of the words.

## 2. Teacher Modeling (Demonstration)

Say the new vocabulary word for the students. As you do this, use gestures, facial expressions, props, or body movement to illustrate the meaning of the word.

## 3. Student Modeling

Have student volunteers mimic the same gestures, facial expressions, use of props, or body movement modeled as you say the word.

## 4. Student Participation

Have all students mimic the same gestures, facial expressions, use of props, or body movement modeled by the teacher and student volunteers. Ask them to say the word as they are making the movement. Vary this activity by then doing the action while students say the word.

## 5. Writing

Write the word or phrase where all students can see it so that students can make the connection between oral and written words.

## 6. Repetition and Practice

Teach the next word or phrase using the same method. Review and practice words with students multiple times to ensure learning. Recycle words regularly to make sure that students do not forget old words.

The TPR approach is seen to be appropriate for junior high school. The TPR approach is seen to be appropriate for junior high school based on those features. Thus, it is thought that this approach is beneficial for younger students. During TPR exercises, students are able to give instructions to both the teacher and their peers

in addition to the teacher. Additionally, teachers can employ a variety of strategies to implement the TPR method in the classroom. In the book Asher (2012, p. 54) there are main points of methods for applying the TPR method:

1. The teacher gives commands as she performs the action (TCP).
2. The teacher gives a command as both the teacher and the students perform the action (TCTSP).
3. The teacher gives commands, but only the students perform the action (TCSP).
4. The teacher asked one of the students to do commands as an example in front of the class (SCSP).
5. The roles of the teacher and students are reserved. One student gives commands to the teacher and to other students (SCTSP).

These strategies make it evident that TPR only concentrated on teaching pupils how to talk and listen. The kids will become accustomed to listening and using the words if one of those techniques is employed and repeated at each meeting. Since elementary school pupils are early learners and just started with anything new, it is beneficial for them. For kids, the ability to recognize what "sounds right" is crucial.

Based on The Procedures of TPR To effectively implement the Total Physical Response (TPR) method in the classroom, teachers must adhere to a structured approach as outlined by (Freeman and Anderson, 2015) The process begins with preparation, where the teacher selects vocabulary items and gathers necessary materials, ensuring a foundation for effective instruction. This is followed by teacher modeling, where the teacher introduces new vocabulary using gestures, expressions, and props to convey meaning clearly. Next, student modeling involves

having selected students replicate these gestures and expressions, reinforcing their understanding of the vocabulary.

Student participation expands this practice to the entire class, with students mimicking actions and saying the words, which helps solidify their grasp of the material. The writing stage connects oral vocabulary with written forms, reinforcing the relationship between spoken and written language. Finally, repetition and practice ensure that students repeatedly engage with the vocabulary through various activities and regular reviews, which aids retention and prevents forgetting. By following these stages meticulously, teachers can effectively employ TPR to enhance vocabulary learning and ensure that students achieve a solid understanding of new words through dynamic and interactive methods.

#### **2.2.4 The Variations of Total Physical Response**

TPR is not just limited to whole-body commands such as walking, turning around, and pointing to your nose. According to Asher (2012). In fact, there are four major types of Variations of Total Physical Response, known as TPR-B, TPR-O, TPR-P, and TPRS. (TPRS is the only one of these expressions that is widely known; the others are terms.)

##### **1) TPR-B (Total Physical Response with Body)**

TPR with the body includes all body that can be performed. For example, stand up, sit down, touch your nose, etc. This is best done in a room with some space to move around.

## 2) TPR-O (Total Physical Respon with Objects)

TPR with objects involves using physical actions and objects to teach language. It's a method where the teacher gives commands, and students respond by performing actions with or related to those objects. For example, apple, banana, orange. and other example, give me, take, put. For this activity, the teacher could start off with. This is an apple. This is an orange. Where is the apple? (students would point) Where is the orange? Once again new words can be fairly quickly built up one at a time.

## 3) TPR-P (Total Physical Response with Pictures)

TPR with pictures is a dynamic and effective approach to language learning that leverages physical movement and visual aids to create a stimulating and memorable learning experience. For example, This is a man. This is a boy. Where is the man? Where is the boy?. Even verb tenses can be incorporated by asking the teacher to talk about all the pictures as if they happened last week, now, or next week. The actual physical response with pictures is fairly basic pointing at something but the opportunity for vocabulary acquisition is as broad as the types of pictures you can use.

## 4) TPR-S (Total Physical Response with Stories)

TPR with stories developed by Blaine Ray and is being used in classrooms throughout the united states. It involves the teacher and eventually the students acting out simple stories as a means of understanding the story and internalizing vocabulary.

## **2.3 Video – Based Instruction**

### **2.3.1 Definition Video-Based Instruction**

Video-based instruction is technology based instruction delivered through video clips in which a human model demonstrates target behaviors (Rayner et al., 2009) Video based instruction can be used to teach a variety of skills, including social communication and behavioral and functional skills (Cihak et al. 2008) Implementing video-based independence and decreased reliance on junior high school assistance, consistent instruction for students, and minimal training for adults who assist with video-based instruction (Rayner et al., 2009) Therefore, It requires consistent instruction for students and minimal training for junior high school.

Video-based instruction is an effective and versatile teaching strategy that utilizes video modeling to demonstrate target behaviors. It has been shown to successfully teach a wide range of skills, including social, communication, behavioral, and functional abilities. The approach promotes student independence, reduces the need for constant junior high school assistance, ensures consistency in instruction, and requires minimal training for support staff. These advantages make video-based instruction a valuable tool in both educational and therapeutic settings.

### **2.3.2 Creating Videos for Video-Based Instruction**

There are numerous steps to consider when creating and implementing video-based instruction. As Bouck (2014) stated that the steps are as follows:

1. Choose a Format

The first step when using video-based instruction is to decide which form is suitable for the student. There are two commonly used formats with regard to the sequence of delivering video content: video modeling and video prompting. With video modeling, students are shown a video demonstrating the task in its entirety before they are required to perform it.

2. Create a Task Analysis

For video modeling and video prompting, the second step is to create a task analysis. A task analysis takes a task and breaks it down into a sequence of small teachable steps. For example, if a task is broken down into 12 teachable steps, then there are 12 video clips in the video-prompting video.

3. Choose a Model

For the next step, teachers need to determine who will model the task in the video. Students or peer other as model can be used as the model in the video.

4. Choose a Perspective

After selecting a model, teachers must decide what perspective the video should present, first person or third person. With a first-person point of view (perspective from the model's point of view), only body parts performing tasks are shown in the video and a third person point of view (perspective of an observer) shows the model's whole body performing the task.

## 5. Choose and Control Environmental Conditions

After deciding on the appropriate model and perspective, the next step is to determine whether the video will be recorded in setting school. Example, in class or hall.

## 6. Prepare for Filming

Before starting to film video-based instruction, teachers need to consider some subsidiary actions to ensure smooth filming for example, contacting persons to secure permission to film in a specific location, obtaining consent forms from students to be used as models, setting up an environment, performing a dry run.

## 7. Film the Video

Using iPads to film videos appears to be a simple process (just aim and turn on the app) however, the quality of the video can be easily affected.

## 8. Edit Video-Based Instruction

After filming has been completed, teachers can retrieve the video clips from an album in the Photo app called Video. To edit the video, teachers can trim video clips by selecting segments via the timeline located at the top

## 9. Save Video to a Playing App

Once a video is recorded and edited, it is ready to play.

## 10. Test It Out

After the video has been created, teachers should find a novel individual. for example a students member or a peer who has not been involved in the video-making process to test out the video modeling or prompting.

Based on the conclusions above Video-based instruction involves selecting a suitable format, creating a task analysis, choosing a model, choosing a perspective, and determining the environmental conditions. Teachers must choose a model, whether it's a student or a peer, and choose the appropriate perspective. The video should be recorded in a specific setting, such as a classroom or hall. Before filming, teachers need to secure permission, obtain consent from students, and set up an environment. iPads can be used for film videos, but the quality can be affected. After filming, teachers can edit the video using the Video app. Once saved, the video is ready to play. Teachers should test the video using a novel individual, such as a student or peer, to ensure it works effectively.

#### **2.4 Review of Relevant Studies**

There are numerous studies that explore investigating the use of TPR. The first study was carried out by Supriyatin et al, (2021) entitled “*the use of total physical response method in teaching vocabulary at junior high school in cimahi*”. The objective of this study to improve Vocabulary mastery skills using Total Physical Response Method, the low Vocabulary mastery of eight grade in junior high school is caused by two factors, namely run short of understanding of the significancy of Vocabulary by reason of slight of Vocabulary that is owned, then the difficulty of students speaking in English, because of the scant of Vocabulary they have so they are confused when speaking. This method used qualitative research. The instruments used were observation sheet, questionnaire, interview and test. The findings of this study showed that the Total Physical Response Method was effectively applied in studying Vocabulary because after applied the Total

Physical Response Method in the learning process there was an increase in understanding of the signifiante of Vocabulary as well as an increase in student motivation and creativity in following the learning process.

The second was conducted by Simanjuntak et al (2021). This study was entitled “*students’ interaction in memorizing vocabulary through total physical response method*”. This study aims to analysed the students’ interactions in memorizing vocabulary through Total Physical Response (TPR) Method. The participants of this study were first grade students of SMP Negeri 18 Medan. The method used in this study used qualitative descriptive research. The instrument of the research was questionnaires sheet to analyzing students’ interaction in vocabulary through Total Physical Response (TPR) Method. The main finding of this study indicate that learning is more active for students in learning and is able to increase interaction between students in solving problems in learning through discussion and the use of vocabulary and the use of command sentences.

The third previous study was carried out by Selfieni et al (2022). This study was entitled “*Students’ Perception of the Implementation on Total Physical Response (TPR) in English Teaching*”. This study aims to determine students' perceptions of the application of the total physical response (TPR) method in foreign language lessons in the classroom. The participants of this study focused on students in one of Islamic Junior High School in Poleang. This study uses a qualitative research. The main reason for descriptive research in qualitative research begins with the question 'how' or 'what'. The data collection techniq was reflective jurnal and thematic analysis used to analyze the data. Qualitative research aims to

explain the phenomenon profusely through deep data collection. The findings of this study can be used as a reference for those who conduct research on students' perceptions in the application of the total physical response (TPR) method in learning foreign languages in the classroom.

The four previous studies were carried out by Ilmi & Anwar (2022). This study was entitled "*students' perception of total physical response method in teaching english vocabulary at ban nonsawan school, thailand*". This study aims to investigate the student's perception on Total Physical Response (TPR) method as a technique in teaching English vocabulary. The participants of this study were eighth graders at a Secondary School in Loei, Thailand, namely Ban Nonsawan School. The method used in this study is a descriptive qualitative research method. To achieve the research objectives, the data was taken from two sources: questionnaire and interview in eighth graders at a Secondary School in Loei, Thailand, namely Ban Nonsawan School. The main finding of this study obtained reveal that Total Physical Response technique allows students to study harder and easier in learning English vocabulary.

The last previous study was carried out by Sama (2023) This study was entitled "*Teaching English as a Second Language in Nigeria: The Total Physical Response Option for Beginners*". This study aims to focuses on Total Physical Response (TPR) as one of the teaching strategies that can enhance the learning of English as a second language in Nigeria. The participants of this study were of English teachers and students at Nigerian. The method used in this study is a descriptive qualitative research method. The techniques of collecting data in this

research were observation and interview. The main finding of this study precaution must be taken to guard against turning the class into a rowdy and disorganized one in order to tap the benefit of the strategy to lay a sound foundation in the target language.

From the review relevant study above, there are similarities and differences, the similarities of the previous research include the place of research conducted at junior High school and examination about total physical response (TPR), and the method used is qualitative. The difference between this research and the initial studies above is that this research will focus on Investigate the process of Teaching vocabulary using Total Physical Response based on video instruction and to describe the types of Total Physical Response used by the teacher while teaching vocabulary using video – based instruction. The novelty in this research focus on Investigate the process of Teaching vocabulary using Total Physical Response based on video instruction and to describe the types of Total Physical Response used by the teacher while teaching vocabulary using video – based instruction it is due to many previous research didn't discuss them further.

## **2.5 Theoretical Framework**

A theoretical framework is a type of review that explains existing theories supporting the research. It can serve as foundational work and enhance the research's credibility. The theoretical framework structured within the study highlights the specific focus the research seeks to explore. i.e., investigating the use of total physical response (TPR) through video-based vocabulary instruction.

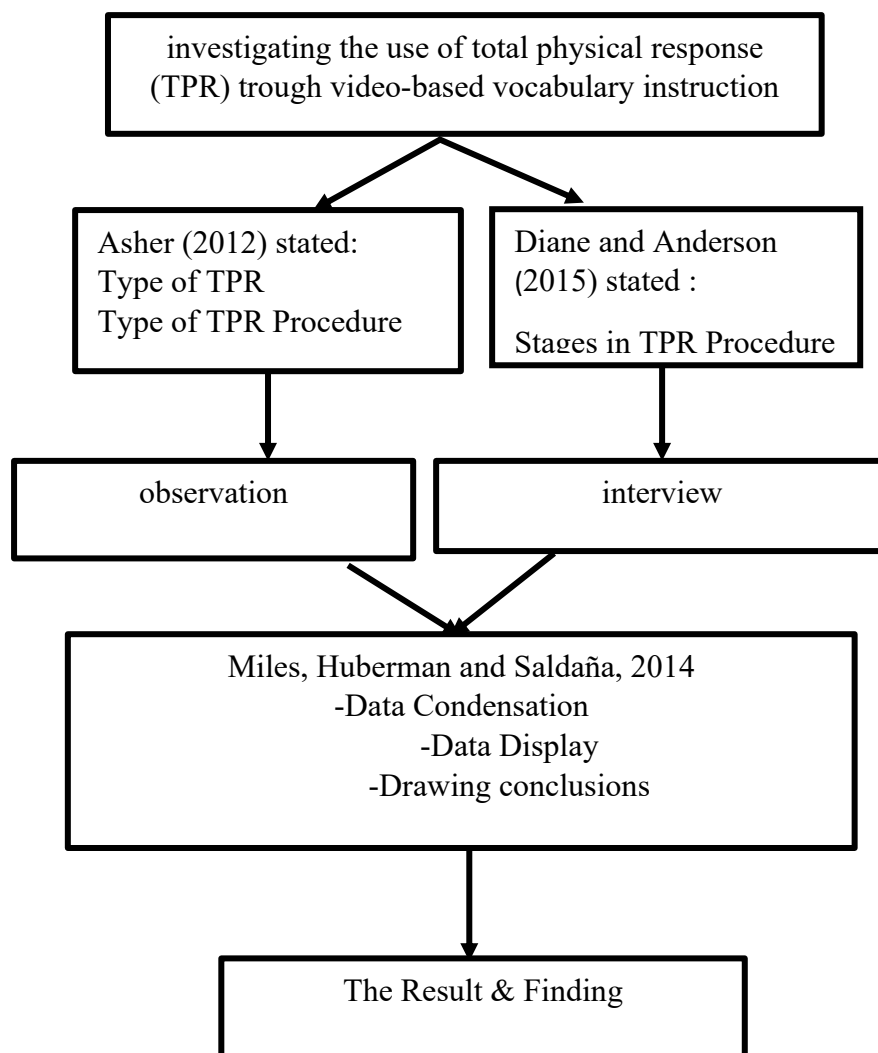


Figure 2.1 Theoretical Framework of the Study

Figure 2.1 shows the theoretical framework of the study centers on the phenomenon of using total physical response (TPR) trough video-based vocabulary instruction. This research was conducted at one of the junior hing school in Indonesia. The researcher concentrates on the teachers investigating. Through interviews and observation, teachers are asked in depth about the use of total physical response (TPR) trough video- based vocabulary instruction. There are theory used for this research is the Total Physical Response (TPR) theory proposed by Asher, (2012).

Interactive analysis was used in the research. This is to analyze data from observations and interviews. As stated by Miles, et al. (2014) interactive analysis is a data analysis technique that consists of four components of the analysis process, namely, data collection, data reduction, data presentation, and drawing conclusions. Miles, et al. (2014) also stated that this analysis can describe data in detail and interpret various aspects of the research topic. The theoretical framework describes the interactions between students and teachers during the learning process, which is important in English as a Foreign Language class. Classroom interactions involve teachers and students. The framework depicts the interaction between participants and researchers while conducting research. Therefore, the result of data analysis will reveal the use of total physical response (TPR) through video - based vocabulary instruction.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter presents the method that the researcher used, including research design, data collecting technique, data analysis and trustworthiness of the research.

#### **3.1 Research Design**

The researcher employed qualitative research and a case study design in this present study. According to Creswell (2009, p. 44), qualitative research is a research methodology that aims to control contextual factors while instead using a range of techniques to gain an understanding of the phenomenon being studied from the informant's perspective. Another opinion from Denzin & Lincoln (2005) is that qualitative research is to understand social processes from the viewpoint of the study's individuals participating. Thus, it can be concluded that humans are used in this study to give a summary of the incident.

A case study is a type of research where a program, event, activity, process, or one or more people are thoroughly examined by the researcher. These cases are restricted by the time and location of their operations. Researchers gather information in-depth during a specific time period, utilizing a variety of data gathering techniques (Yin, 2009). In addition, as Miles, et al. (2014) argued that the researcher can be encouraged that events in a single case are not "completely individual" by looking at other situations. In addition, by looking at several

situations, students were able to observe the procedures and results in each one and gain a deeper comprehension through additional arguments and descriptions.

### **3.2 Setting and Participants**

The research was conducted at a junior high school in Indonesia. The subject of this research is two teachers in the 7<sup>th</sup> grade junior high school. The first teacher is 26 years old with two years of teaching experience, while the second teacher is 25 years old with one year of teaching experience. Both teachers assisted the researcher voluntarily without any coercion.

### **3.3 Data Collecting Technique**

In this study, the researcher used observation and interview as the data collection methods to get information about the use of total physical response through video – based instruction.

#### **3.3.1 Interview**

At this step, the researcher conducts an interview to collect data and validate the information from teachers. According to Frey (2000) an interview is a conversation which has a purpose is to get information. The information is to ask about a situation that was unclear when the teacher used TPR as a method of teaching vocabulary. An interview is a set of questions to be answered by the subject of the study. An interview provides information that cannot be obtained through observation, or they can be used to verify the observation. According to Ary et al (2010, p. 438) stated Interviews are used to gather data from people about opinions, beliefs, and feelings about situations in their own words

The researcher chose this structured interview because the researcher felt free to ask questions and improve them. The data obtained from the interview in videos information about the use of TPR in teaching vocabulary to junior high school that cannot be obtained through recording observation, and to know the problems that were faced in using TPR in teaching vocabulary. After that, the researcher interviews the teacher for 2 days and then the researcher records the process of the interview and takes some note lasting, 9 to 11 minutes, based on the answers of the teacher to make the data more detailed.

### **3.3.2 Observations**

The second instrument to collect the data is an observation. It is about the activities of the teacher who uses TPR to teach English vocabulary in the classroom. In this case, the researcher equipped by a video to record the whole activity in the class. In this step of observation, the researcher planed meetings for each subject to get enough data as an answer through statements in this study.

The observation form helps the researcher to get information about the process of teaching - learning activity and it was used in meeting. In this study, the researcher used an observation form to obtain information about teachers' and students' activities and performance during the use of digital TPR in teaching English vocabulary. The researcher used it as a guide to observe all aspects and classroom activities to get data used by teachers for teaching vocabulary. Then, the researcher made some notes and write down the information that was needed and records the activities done by the teacher and students in the class.

Based on Creswell (2007, p. 46), to maximize the result of observation, usually, researchers will use tools that are suitable for the conditions, including a notebook containing information and a checklist. The researcher is a non-participating observer in the class. So, the researcher only observes what the teacher has done in the class. The observation used two meetings. If it has the same condition or saturation but if there is a changing pattern of the teaching and learning process, it will be done.

### **3.4 Data Analysis Technique**

After collecting the data, the researcher analyzes it. According to Miles et al (2014, p. 24), Data analysis in qualitative research is a process of categorization, description, and synthesis. Data reduction is necessary for the description and interpretation of the phenomenon under study. In short, data analysis is a systematic process to analyze data that have been collected. To analyze the data, the researcher uses descriptive qualitative analysis to analyze data. According to Miles et al (2014, p. 31-33), there are three activities to analyze data in descriptive qualitative research. Those activities are data reduction, data display, and conclusion drawing/verification. Based on those statements, the researcher divides the activity in analyzing data into three activities they are data reduction, data display, and drawing conclusions.

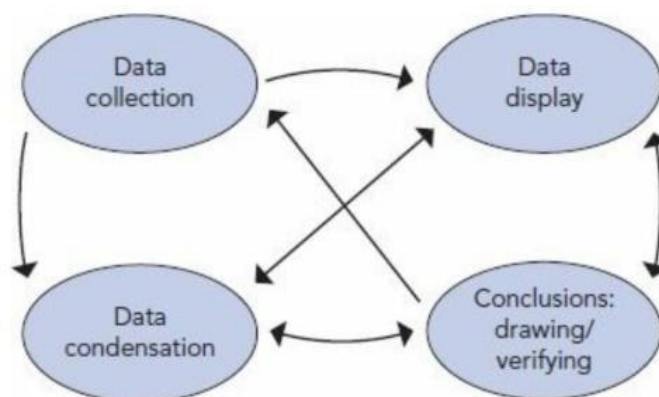


Figure 3.1 Model of Data Analysis by Miles et al. (2014)

### 3.4.1 Data Condensation

The data Condensation is the data from recording observations which is obtained by observing tasks for teaching vocabulary that is used by the teacher. It is about classroom management from the teacher's introduction of the topic, compatibility between materials presented and TPR used, and also giving feedback regarding the material. The second data is the data from an interview with the teacher, which is purposed to find out the problems that were faced by the teacher in using TPR as a method for teaching vocabulary, then it is conducted to cross check the data from the observation form.

### 3.4.2 Data Display

The first data display is from observation from the extended text and a list of tables. By using extended text and a list of tables, the researcher can display the aims of the data, conveying what happened in detail in the classroom. The second data is an interview with the teacher. The researcher displays the data from the interview by using a transcript. It aims to be understood clearly by the reader. The

goal of displaying the transcription of the interview is to know the reason the teacher used TPR as a method in teaching English vocabulary and also to know the problem that were faced by teachers in using TPR as a method in implementing this method clearly

### **3.4.3 Drawing and Verifying Conclusions**

The last step in analyzing the data is drawing conclusions. The researcher conducts the first analysis of the observation form. This conclusion gives a clear description of the process of TPR used by teachers in teaching English vocabulary at schools. The second analysis comes from a depth interview tool. The conclusion from the teacher interview result gives a clear understanding of the implementation of digital total physical response (TPR) to encourage students' vocabulary is and the problems that were faced by the teacher in using TPR as a method for teaching English vocabulary.

### **3.5 Trustworthiness**

Trustworthiness of a study refers to the degree of confidence in the data, interpretation, and method used to ensure the quality of a study. Therefore, researchers must choose and determine appropriate ways to develop reliability and validity. According to Creswell & Creswell (2018, p. 380) credibility, transferability and confirmability are among the components that guarantee the caliber and meticulousness of qualitative research.

### **3.5.1 Credibility**

Credibility of the study, this criterion functions to carry out inquiry in such a way that the level of confidence in its findings can be achieved and demonstrates the degree of confidence in the finding's way of proof by researcher on the fact under study. According to Creswell (2012, p.97) Credibility is the equivalent of internal validity in qualitative research and is concerned with the aspect of truth-value.

The researcher would assess the instrument conducted in this study, such as observations and semi-structured interview, to measure the extent to which the instruments used can consistently and appropriately support the researcher in find the purpose of this study.

### **3.5.2 Transferability**

Transferability is external validity. In transferability, the researcher must describe in detail and depth the result and research context. According to Creswell & Creswell (2018) transferability is how other people can understand the results of research conducted by researchers. Therefore, the researcher must describe it in detail, clearly, systematically, and reliably.

The researcher finds a social phenomenon in total physical response activity through preliminary research at a specific setting such as a junior high school. In order to accomplish the objective of the study, the researcher also organizes the problem's research question. Thus, after discussing with the supervisor, it must be determining which research methodology will best address the study topic. The

researcher must gather all the data items required for this study and verify the findings before submitting the report, following a decision on the research methodology with the supervisor. Furthermore, the researcher can examine whether the instrument and data items gathered are capable of addressing the previously provided research questions.

### **3.5.3 Confirmability**

Conformability testing in qualitative research is called a research objectivity test. In this test, the researcher offers all the data and asks for feedback. If the result of the research is agreed upon by many people, then the research can be said to be objective, Creswell & Creswell (2018, p.97). Thus, qualitative research should be reflective. Conformability was established using interview, photo, and video data. The researcher reanalyzed the previously collected data with the assistance of professionals, such as lecturers, who provided input on the findings and discussion.

The findings from this study, which were analyzed using observers and interviews, will be verified in order to ascertain the reliability of the data findings. The researcher chooses the instrument that will be used to collect data for the study. The researcher then gathers the information needed for this study. Once the data has been collected, the researcher will analyze it to ascertain the results of each instrument. The researcher then delivers the study's results and uses all available tools to confirm them. Additionally, consistent results might bolster the validity of the study.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

In this chapter, the research results are presented. This chapter is divided into two main parts, namely research findings and research discussion. The research findings presented the results of the process of teaching vocabulary using Total Physical Response (TPR) based on video instruction and described the types of TPR. The discussion deals with the interpretation of the findings reported in this study.

#### **4.1 Research Findings**

The results of the data analysis were presented in this section. The most important thing in this part is to reveal the process of teaching vocabulary using Total Physical Response (TPR) based on video instruction and described the types of TPR. In observation, the researcher observed the process of teaching vocabulary using Total Physical Response (TPR) based on video instruction and describe the types of TPR. The result of this observation used to support the results of the interview. The results of the interview and observation are described as follows:

##### **4.1.1 Teachers' Teaching Background**

In interview the researcher asked two participating teachers brought distinct yet complementary profiles to the study. Both teachers are relatively new to the profession, with one having two years of experience and the other just one year. Despite their limited tenure, they are already actively engaged in teaching English at the junior high school level, specifically handling 7<sup>th</sup> grade students.

Based on the interview, in addition to understanding the teaching experience, there is also a desire to gain insights into Teacher's ability for junior high school.

#### **a. Teaching experience**

To bring in the first interview of the research is teaching experience. The two participating teachers were asked about Teaching experience, with one having two years of experience and the other just one year. As witnessed by

*T1: "I've been teaching English here **for 2 years**. I usually **handle grade 7 students**." [I\_T1/TP\_1]*

The similar process complementary profiles to the study by the teacher (T2), she argued that:

*T2: "I've been teaching English **for a year** Right now, I teach **grade 7 students**." [I\_T2/TP\_1]*

Based on the data above, despite their limited tenure, they are already actively engaged in teaching English at the junior high school level, specifically handling 7<sup>th</sup> grade students.

#### **b. Teachers' ability**

The second interview, the researcher asked about understanding of Total Physical Response (TPR) stems from varied professional Teachers experiences. One approach reflects Workshop/training and online course, while the other demonstrates a training program, videos and read articles supported by formal instruction and multimedia materials. As witnessed by:

*T1: "I first learned about TPR during **a teacher workshop**. I then explored it further through **online courses** and classroom trials." [I\_T1/TP\_2]*

And the second teacher said:

*T2: “I learned about TPR during my teacher training program. Later, I watched classroom videos and read articles [I\_T2/TP\_2] to understand how to apply it.”*

Based on the data interview above, both teachers demonstrate that they had already known and developed the TPR teaching method through their experiences by admitting the workshop and the teacher training program followed by their self-sufficient learning process by watching TPR video, read articles and practice at the class. They then committed to implementing TPR as a means of fostering active and responsive language learning. Despite differences in experience and developmental pathways, their practices converge toward a common goal: enhancing student engagement and retention through movement-based instruction. This alignment underscores the adaptability of TPR across varied teaching profiles and professional contexts.

#### **4.1.2 Type of TPR**

In this description the researcher explore about types of Total Physical Response (TPR) used by the teacher while teaching vocabulary using video – based instruction and the process of Teaching vocabulary. Based on the result of the interview, the researcher estimated that This finding is line with theory of Asher (2012) which states that there are four type TPR, namely TPR -B, TPR - O, TPR - P and TPR - S. But, the teachers 1 and 2 only using three types of TPR, namely TPR-B, TPR-O and TPR - P. Teacher 1 implemented the Total Physical Response of Body (TPR-B) and Total physical Response of Picture (TPR - P), while the teacher 2 implemented Total Physical Response of Object TPR (TPR-O). The

following description is the experiences that teacher did while doing the TPR-Based on vocabulary instruction using TPR-B, TPR-O and TPR-P.

**a. TPR – B**

Total Physical Response of Body (TPR-B), the observation and interview results showed teacher 1 (T1) use TPR-B, because it makes it easier for teachers to learn vocabulary. TPR-B is one of the Total Physical Response method which emphasizes students' physical involvement through body movements in response to verbal commands from the teacher. In the context of English vocabulary learning, including in the context of using total physical response (TPR) through video-based vocabulary instruction. It is also one that encourages students to use total physical response (TPR) through video - based instruction so that the meaning of vocabulary becomes easier to understand and remember. Based on teacher 1 (T1), before the teacher and the students doing the TPR activity the teacher switch on the video vocabulary-based instruction. First, teacher asked the students to notice the content or the material of video, after watching that video she often gives verbal instructions that are immediately followed by examples of body movements. For example, when teaching verbs such as jump, run, or sit. One of the tools that can help them is to use TPR-B when doing vocabulary learning activities, both inside and outside the classroom. The use of audio or video combined with TPR-B can be an effective way to support their vocabulary understanding in second language learning. This is proven by teacher T1.

*T1: "I mostly use **TPR-B** combined with video based instruction in my class. The way to do it is displaying the video vocabulary instruction first, asking students to watch or keep their attention to the content and the material on video, after they stimulate by the video, then I and students the direct activity*

*using our body movement. This type allow students to respond both physically and verbally.”[I\_T1/TPR-B\_3a]*

Based on the data above, teachers utilize video based vocabulary instruction combined with Total Physical Response-Body (TPR-B) to simplify vocabulary learning. TPR-B focuses on students' physical engagement through body movements in response to verbal commands. This approach, particularly when integrated with video-based instruction, enhances vocabulary understanding and retention in second language learning. Teachers (T1) demonstrated TPR-B by providing verbal instructions coupled with immediate body movement examples, such as demonstrating verbs like "jump," "run," or "sit." The use of audio or video combined with TPR-B assist students' vocabulary learning, comprehension and engagement as visualized by teacher 1 field observation result as follow!

**Table 4.1** Observation Result of Teacher 1 (video Based Instruction with TPR-B)

Teacher 1 Activities	Students' Activities	Comments
TPR with the body, which includes everything that can be done with general body movement.	The students follow the instruction by using body movement together based on teacher's command.	Teacher consistently used <b>full-body gestures</b> to model vocabulary related to simple Daily Verb, before that she display video which introduce several simple daily verbs (Stand up, sit down, open, close etc.)

From the results obtained, observation finding during the TPR-B learning activity, the teacher implemented the Total Physical Response (TPR) method by involving full-body movements. This approach aims to help students understand and retain vocabulary through physical actions combined with verbal commands. The lesson began with the teacher showing a video that introduced

several simple daily verbs (such as stand up, sit down, open, close, etc.). This video served as an initial stimulus, helping students to visually and aurally recognize the target vocabulary. After the video, the teacher consistently used full-body gestures to model each vocabulary word. For example, when saying "sit," the teacher sit down and raised her hands as a demonstration. Students were then asked to follow the teacher's instructions by performing the corresponding actions together.

#### **b. TPR – O**

The results of interviews and observations state that using TPR-O is very helpful in learning English vocabulary. Because of the lack of methods. The teacher 2 who claim to use TPR-O, because they still lack vocabulary, so they are often confused by the words spoken by the speaker if they don't see TPR-O, besides that they are also confused about the sound produced by the speaker in the audio. If they see TPR-O, it will facilitate and help their understanding. As mentioned by (T2):

*T2: "I use **TPR-O**, this type allow students to observe and then create stories using the vocabulary." [I\_T2/TPR-O\_3b]*

Based on the data interview above, indicate that Total Physical Response-Object (TPR-O) is beneficial for English vocabulary acquisition, particularly due to a perceived lack of alternative methods. Teachers (T2) reported using TPR-O because they experienced confusion with spoken words and audio pronunciation without visual TPR-O cues. The presence of TPR-O reportedly aids their comprehension. The following are the results of filed observation on the TPR-O.

**Table 4.2** Observation Results TPR-O

Teacher 2 Activities	Students' Activities	Comments
TPR with objects. This is best done sitting at a table that has some objects on it.	Students follow the instruction by using object.	The teacher and students, implement the TPR – O

The results of the observation in table 4.2 show that the application of TPR with Objects helps students understand vocabulary more easily because they directly connect the teacher's instructions with real actions using concrete objects on the table. Students appear to be more active in following the lesson, for example when the teacher gives instructions to take, move, or point to an object, they can respond quickly and accurately. The use of real objects also creates a fun learning atmosphere so that students appear motivated and enthusiastic in following instructions. In addition, this activity strengthens students' memory of vocabulary because each word is associated with direct experience through physical movement and interaction with objects.

### **c. TPR – P**

The results of interviews and observations state although everyone's learning style and way of learning may be different, two teachers stated the use of video using TPR -P is suitable for students learning style. It is easier for them and felt so interesting because the learning helped the learning process effectively. The researcher found that teacher (T1) stated were interested because the TPR video-based instruction facilitated images that made teacher feel more thorough learning

because it involved the visual and auditory senses simultaneously. this is proven by teacher T1.

*T1: “I mostly use **TPR-P** in my class. This type allow students to respond both physically and verbally” [I\_T1/TPR-P\_3c]*

Based on the data above, showing that the use of pictures in TPR–P enabled students to respond to the teacher’s instructions not only through physical actions, such as pointing to or selecting pictures, but also verbally by mentioning the corresponding vocabulary. In this way, students experienced a more comprehensive learning process, as listening, speaking, and movement skills were integrated into a single activity. Moreover, the implementation of TPR–P was found to increase students’ active participation in class. They appeared more confident in pronouncing new words because of the clear visual support, while also engaging physically in the activities. These findings suggest that TPR–P is effective in helping students understand and retain vocabulary through the combination of physical and verbal responses.

The following are the results of filed observation on the TPR- P.

**Table 4.3** Observation Results TPR-P

Teacher 1 Activities	Students’ Activities	Comments
TPR with pictures (TPR-P) , The teacher gives Picture/Video-based activities, such as pointing at pictures, switching the video	Students follow the instruction by pointing the picture keeping the attention to the video/picture displayed.	The teacher and students, implement the TPR - Picture-based activities were integrated which via video and visual prompts.

Based on the observation Table 4.3, the implementation of Total Physical Response with Pictures (TPR-P) was carried out through picture- and video-based activities. The teacher provided instructions using visual media, such as showing pictures or playing short videos, and the students responded by pointing to the appropriate picture or keeping their attention on the video as instructed. For example, when the teacher asked the students to point at a specific picture or focus on a scene in the video, the students immediately followed the command accurately. The use of pictures and videos in TPR-P helped students stay more focused and actively engaged in the learning process. The visuals served as stimulating prompts, allowing students to understand vocabulary not only through oral explanation but also by associating words with clear visual representations. This created a more interactive learning atmosphere, as both teacher and students collaborated in carrying out picture- and video-based activities. The observation further revealed that this approach enhanced students' concentration, participation, and vocabulary comprehension, particularly because the visual media provided concrete and easily understandable learning support.

Based on the interview and observation results, the study revealed that teachers applied three types of Total Physical Response (TPR) in teaching vocabulary through video-based instruction, namely, TPR-B (Body), TPR-O (Object), and TPR-P (Picture). Teacher 1 implemented TPR-B and TPR-P, while Teacher 2 used TPR-O. These findings are in line with theory Asher (2012), which identifies four types of TPR (TPR-B, TPR-O, TPR-P, and TPR-S), although only three were practiced in this context. Overall, the integration of TPR with video-

based instruction was found to enhance students' vocabulary comprehension by combining physical movement, visual support, and verbal response in an interactive and engaging way.

#### **4.1.3 Types of TPR Procedure**

Based on the finding observation and interview results showed, the procedural implementation of TPR also varied between the two classrooms. reflecting different levels of teacher control and student autonomy. In their application of Total Physical Response (TPR) procedures supported by video instruction, both teachers showcased distinct yet complementary strategies that reflect their understanding of student engagement in learning vocabulary.

Based on the result, the researcher estimates that this finding is in line with theory of Asher (2012) which states that there are five types of TPR Procedure, namely TCP, TCTSP, TCSP, SCSP and SCTSP. However, only two types of procedures are implemented by teachers. teacher 1 implemented type of TPR Procedure TCSP and teacher 2 implemented type of TPR Procedure TCTPS. The descriptions are as follows:

##### **a. Teacher Command with Students and Performance (TCSP)**

The Teacher Command with Students and Performance (TCSP) approach emphasizes verbal cues paired with visual reinforcement, enabling students to respond physically in real time. Through repeated exposure, synchronized video, and teacher modelling, this method strengthens vocabulary retention by engaging multiple sensory channels.

*T1: "I implement **TCSP** most often. I give commands and students perform the actions while watching the video [I\_T1/TCSP\_5]. For example, I say*

*'jump' while the video shows someone jumping. Students then perform the action. I repeat the command and gesture to reinforce learning."*  
**[I\_T1/TCSP\_6]**

Based on the data interview above, showed that vocabulary learning was successfully assisted by the combination of teacher instructions, video demonstrations, and students' bodily reactions. Students were able to relate the meaning of new words to tangible actions by combining verbal commands with visuals from the video. Commands and gestures were repeated, which improved memory retention additionally. This method made it easier for students to understand and remember vocabulary items by creating an interactive and inspiring learning environment in addition to physically and visually engaging them.

The following are the results of filed observation on the TCSP

**Table 4.4** Observation Results TCSP

Teacher 1 Activities	Students' Activities	Comments
The teacher gives commands, but only the students perform the action. (TCSP)	The students perform the action.	The teacher gave the commands to the students by watching the video then pointing the picture that paused that show the family member.

Based on the observation in Table 4.4 showed that in the implementation of Total Physical Response through TCSP to theory Asher (2012), the teacher primarily gave commands while the students were responsible for performing the actions. During the activity, the teacher instructed the students by using a video as a learning medium. At certain points, the teacher paused the video to highlight specific visual content, such as pictures displaying family members, and then gave

a command for the students to respond accordingly. The students followed the teacher's instructions by performing the actions related to the vocabulary presented in the video and pictures. This process allowed students to actively connect verbal input from the teacher with visual prompts from the video and the corresponding physical response. The integration of commands, visual aids, and student actions created an interactive learning atmosphere that helped students to better understand and retain the vocabulary related to family members.

**b. Teacher Command with Teacher Performance and Students (TCTPS)**

The Teacher Command with Teacher Performance and Students (TCTPS) model emphasizes teacher involvement during instruction, followed by a gradual release of responsibility. This approach encourages students to initially follow the teacher's lead and later demonstrate their understanding independently.

*T2: "I implement **TCTPS**. I perform the action with the students while the video plays, then let them try it on their own. [I\_T2/TCTPS\_5]. For example, when teaching 'clap', I play the video, clap with the students, and then ask them to clap while saying the word. It's a step-by-step process." [I\_T2/TCTPS\_6]*

Based on the data interview above, video serves as a central stimulus in instruction, though procedural choices reveal distinct teaching rhythms. One approach emphasizes direct commands and visual cues, while another scaffold learning through shared performance followed by gradual release toward student independence. TCTPS builds on this foundation but adds a scaffolded instructional structure. The following are the results of field observation on the (TCTPS) below:

**Table 4.5** Observation Results TCTPS

Teacher 2 Activities	Students' Activities	Comments
The teacher gives a command as both the teacher and the students perform the action. (TCTPS)	The students perform the command together with teacher.	The teacher give students command to watch the video then ask students to practice the Verb together.

TCTPS can be seen as an evolution of TPR, integrating multimedia tools and instructional scaffolding to support diverse learners. While Asher (2012) original model emphasized direct command-response interaction, TCTPS adds a collaborative phase where the teacher performs alongside students, easing the transition to independent mastery. This makes TCTPS especially effective in early language acquisition or with younger learners who benefit from guided modeling before taking initiative.

#### **4.1.4 Stages in TPR Procedure**

Based on the teaching vocabulary through Total Physical Response (TPR) using video instruction process above, the researcher estimates that this finding is in line with the theory of Asher (2012) which states that there are six processes of Teaching vocabulary through Total Physical Response (TPR) using video instruction: preparation, teacher modeling, student modeling, student participation, integration of writing and repetition and practice.

### a. Preparation

The first process for teaching vocabulary using Total Physical Response (TPR), Prior to implementing Total Physical Response (TPR) in the classroom, vocabulary is carefully selected to ensure it is concrete, action-oriented, and suitable for physical demonstration. In preparing for TPR-based instruction supported by video, thoughtful planning is evident in the integration of multimedia resources, gesture-based activities, and group engagement strategies. One approach reflects a structured design that combines visual media with collaborative learning, while another emphasizes thematic organization that connects vocabulary to physical interaction and student movement.

*T1: “I prepare by **selecting 8–10 target words, creating short action videos, and planning group activities that match the vocabulary.** [I\_T1/PR-1\_7]*

*T1: “Before implementation, I prepare **gesture lists, flashcards, and ensure the video clips are clear and age-appropriate.**” [I\_T1/PR-2\_8]*

The similar process teaching vocabulary using (TPR) with repeated and then practiced by teacher (T2) she argued that:

*T2: “I prepare by selecting vocabulary based on **themes like food or movement. I choose animated videos and plan gesture-based games**”. [I\_T2/PR-1\_7]*

*T2: “I prepare **gesture cards; vocabulary lists and make sure the videos are short and clear. I also plan group activities to reinforce learning.**” [I\_T2/PR-2\_8]*

Based on the data above, these preparations reflect their shared commitment to making vocabulary instruction both accessible and engaging, using gestures and video as central tools to support comprehension and retention. The following are the results of filed observation on the Preparation.

**Table 4.6** Observation Results of Preparation

Teacher	Activities	Students' Activities	Comments
T1	The teacher writes done the class activity at lesson plan	Students prepare theirselve (by sitting neatly waiting for the teacher's instruction.	The teacher manage the class based on his lesson plan, the lesson plan was structured and aligned with instructional goals, and the students follow the teacher instruction.
T2	The teacher writes done the class activity at lesson plan	Students prepare theirselve (by sitting neatly waiting for the teacher's instruction.	The teacher prepared the lesson plan was structured and aligned with instructional goals, and the students waiting for the teacher instruction.

Based on the data above, the results of observation show that the Preparation is by teacher in the teaching vocabulary. Vocabulary instruction using Total Physical Response (TPR) and video media involves careful selection of target words, typically based on themes or specific learning goals. Educators utilize short, clear video clips either animated or action-based to visually support word comprehension, while also designing gesture-based activities and group tasks to enhance engagement. Supporting materials such as flashcards, gesture lists, and vocabulary cards are prepared in advance to ensure clarity and age-appropriateness, reflecting a structured and student-centered planning process. Both teachers exhibited thoughtful preparation aligned instructional design principles, which emphasize vocabulary selection, media integration, and gesture planning.

## b. Teacher Modeling

The second process for teaching vocabulary using Total Physical Response (TPR) is teacher modeling. Teacher modeling is the new vocabulary word for the students. As you do this, use gestures, facial expressions, props, or body movement to illustrate the meaning of the word (Asher, 2012). Based on the findings, plays a vital role in helping students internalize new vocabulary especially when using Total Physical Response (TPR) supported by video instruction. Both teachers demonstrate thoughtful strategies to ensure students grasp meaning through movement and sound.

A fluid and energetic approach is characterized by the integration of visual input, physical demonstration, and verbal reinforcement. This method enables students to observe and imitate target vocabulary in a rhythmic and coordinated manner, enhancing both engagement and retention. As it testified by:

*T1: "I play **the video**, mimic the action, and say the word clearly. I repeat it twice and ask students to follow along." [I\_T1/TM-1\_9].*

The similar process also testified by teacher (T2).

*T2: "I use **a pause-play method**. I show the video, pause it, demonstrate the gesture, and say the word slowly. Then I ask students to repeat." [I\_T2/TM-1\_9]*

Based on the data above, both teachers emphasize the importance of gesture clarity and verbal cues to support comprehension. Whether through repetition or pacing, their modelling techniques help bridge the gap between visual media and physical response, making vocabulary learning both interactive and accessible. Their approaches reflect a shared commitment to guiding students through active

participation and clear instruction. The following are the results of filed observation on the teacher modelling below:

**Table 4.7** Observation Results of Teacher Modelling

Teacher	Activities	Students' Activities	Comments
T1	Teacher demonstrations of vocabulary through physical actions and video – based tools.	Students keep noticing the teacher physical actions and try to imitate the verbs that practice by the teacher	The teacher used demonstrations or model/practice the words were clear and concise.
T2	Teacher demonstrations of vocabulary through physical actions and video – based tools.	Students keep noticing the teacher physical actions and try to imitate the verbs that practice by the teacher	The teacher used demonstrations or model/practice the words were clear and concise.

Based on the data above, the results of observation show that the Teacher modeling in the implementation of Total Physical Response (TPR) supported by video instruction involves clear demonstration, precise gestures, and effective verbal cues. The process includes mimicking actions shown in the video, repeating vocabulary with clarity, and guiding students to follow along. Whether through continuous repetition or a pause-play technique, both approaches ensure that students can observe, imitate, and internalize the target vocabulary through structured and responsive modelling.

#### **d. Student Modeling**

The third process for teaching vocabulary using Total Physical Response (TPR) is student modeling. Student modeling is student volunteers mimic the same

gestures, facial expressions, use of props, or body movement modeled as teacher say the word (Asher, 2012). Based on the findings, in the implementation of Total Physical Response (TPR) supported by video instruction, student modeling plays a crucial role in reinforcing vocabulary through movement and collaboration. Both teachers emphasized the importance of physical demonstration and peer imitation as part of their classroom practice.

A highly interactive learning environment is created where students engage in collaborative activities. This approach promotes active participation and peer-to-peer learning, enabling learners to observe, correct, and support each other in mastering target vocabulary through shared practice

*T1: “Students act out the vocabulary **in pairs or small groups**. They imitate each other and refine their gestures through peer feedback.” [I\_T1/SM-1\_10]*

The similar process also testified by teacher (T2).

*T2: “Students **take turns performing the actions in front of the class**. They also imitate each other and give feedback on gestures.” [I\_T2/SM-1\_10]*

Based on the data above, these practices highlight how student modeling transforms vocabulary learning into a dynamic, student-led process. Whether in small groups or whole-class demonstrations, students become both learners and teachers physically embodying language and deepening their understanding through shared movement and mutual support. The following are the results of field observation on the student modelling below:

**Table 4.8** Observation Results of Student Modeling

Teacher	Activities	Students' Activities	Comments
T1	The teacher instructs the students to demonstrate of vocabulary through physical actions.	Student demonstrate of vocabulary through physical actions.	The teacher instructed the students to point the family member through video that he displayed.
T2	The teacher instructs the students to demonstrate of vocabulary through physical actions.	Student demonstrate of vocabulary through physical actions.	The teacher instructed the students to point the Introduction of Time through video that he displayed.

Based on the data above, the results of observation show that the student modelling in TPR-based vocabulary instruction involves active physical demonstration and peer imitation as key strategies to reinforce learning. Learners engage in pair or group activities, perform gestures collaboratively, and refine their movements through mutual feedback. Whether through small group practice or whole-class performance, this approach fosters interaction, builds confidence, and supports deeper retention of vocabulary through shared physical engagement. These practices reflect Vygotsky's (1978) sociocultural theory, where learning occurs through interaction and shared activity within the Zone of Proximal Development.

### e. Student Participation

The fourth process for teaching vocabulary using Total Physical Response (TPR) is student participation, all students mimic the same gestures, facial expressions, use of props, or body movement modeled by the teacher and student volunteers. Ask them to say the word as they are making the movement. Vary this activity by then doing the action while students say the word (Asher, 2012). Based on the finding, in classrooms where Total Physical Response (TPR) is paired with video instruction, student participation becomes a vibrant and essential part of the learning process. Both teachers observed high levels of engagement and activity among their students, especially when movement and collaboration were involved. These activities made vocabulary learning enjoyable while promoting full-body involvement, allowing students to internalize new words through physical action. Group dynamics played a key role, as cooperative settings fostered inclusivity and a sense of shared responsibility among learners. As it testified by:

*T1: “They are very engaged, especially **during miming games and gesture-based quizzes** group work helps everyone participate”. [I\_T1/SP- 1\_ 11]*

The similar process also testified by teacher (T2):

*T2: “They are very active. **They enjoy role-play and action-based storytelling.** Group work helps shy students get involved”. [I\_T2/SP-1\_11]*

Based on the data above, these reflections illustrate how TPR-based instruction especially when supported by video and group activities creates a lively, inclusive environment where students are not just passive recipients of language, but active participants in their own learning journey. The following are the results of field observation on the student participation below:

**Table 4.9** Observation Results of Student Participation

Teacher	Activities	Students' Activities	Comments
T1	The teacher notice Frequency of student engagement in physical activities.	Students do the TPR based on the frequency of engagement in physical activities given by the teacher.	The students really enjoy and almost all students engage in physical activities and follow the instruction
T2	The teacher notice Frequency of student engagement in physical activities.	Students do the TPR based on the frequency of engagement in physical activities given by the teacher.	The students really enjoy and almost all students engage in physical activities and follow the instruction.

Based on the data above, the results of observation show that TPR-based instruction supported by video media fosters high levels of student engagement through interactive and inclusive activities. Techniques such as miming games, gesture-based quizzes, role-play, and storytelling not only stimulate enthusiasm but also encourage participation from all learners, including those who are typically reserved. The integration of movement, collaboration, and narrative elements proves effective in creating a dynamic learning environment that enhances vocabulary acquisition and classroom involvement.

#### **f. Integration of Writing**

The fourth process for teaching vocabulary using Total Physical Response (TPR) is integration of writing, write the word or phrase where all students can see it so that students can make the connection between oral and written words (Asher, 2012). Based on the finding, In the teaching vocabulary instruction using Total

Physical Response (TPR) and video support, both teachers emphasized the importance of integrating writing to reinforce learning. After students had physically practiced the target words through gestures and movement, writing became a reflective tool to deepen understanding and connect language to meaning.

This approach enhances vocabulary recall while reinforcing the connection between words and physical actions. Incorporating visual elements such as gesture drawings allows students to create personalized memory cues, which further support long-term retention. As it testified by:

*T1: “After practicing the vocabulary physically, **students write short sentences using the words.** Sometimes they **draw the gesture next to the word.**” [I\_T1/IW-1\_12]*

The similar process also testified by teacher (T2):

*T2: “Students write **mini-dialogues** using the vocabulary. They also **describe the actions they performed** during the lesson.” [I\_T2/IW-1\_12]*

Based on the data above, these practices show how writing tasks whether sentence construction, gesture illustration, or dialogue creation can effectively extend the impact of TPR beyond physical movement. By translating action into written form, students consolidate their learning and build stronger connections between vocabulary, context, and communication. The following are the results of filed observation on the integration of writing below:

**Table 4.10** Observation Results of Integration of Writing

Teacher	Activities	Students' Activities	Comments
T1	The teacher uses of writing tasks to reinforce vocabulary (writing the vocabulary after physical action).	The students write down the vocabulary which have already learnt through digital TPR.	The teacher uses writing tasks to reinforce vocabulary, with students recording their newly learned vocabulary through digital TPR after physical action.
T2	The teacher uses of writing tasks to reinforce vocabulary (writing the vocabulary after physical action).	The students write down the vocabulary which have already learnt through digital TPR.	The teacher asked students to write down the family member on their book.

Based on the data above, the results of observation show Although Total Physical Response (TPR) is primarily known for its emphasis on oral and physical engagement, its integration into writing tasks demonstrates a more comprehensive instructional approach. Through activities such as sentence construction, gesture illustration, mini-dialogue creation, and descriptive writing, students are encouraged to connect physical actions with written language. This hybrid model effectively bridges receptive and productive skills, reinforcing vocabulary retention while simultaneously fostering literacy development.

### **g. Repetition and Practice**

The last process for teaching vocabulary using Total Physical Response (TPR) is repetition and practice teach the next word or phrase using the same method. Review and practice words with students multiple times to ensure learning. Recycle words regularly to make sure that students do not forget old words (Asher, 2012). Based on the finding, in their efforts to reinforce vocabulary learning through Total Physical Response (TPR) and video instruction, both teachers emphasized the importance of repetition and varied practice. Their approaches reflect a commitment to helping students internalize new words through consistent exposure and engaging activities.

A consistent daily routine helps keep vocabulary fresh and active by combining visual, auditory, and kinaesthetic reinforcement. Through repeated exposure in varied formats, this method integrates repetition into both structured exercises and creative activities, enhancing retention and engagement. As it testified by:

*T1: “We repeat the actions daily for a week. I use **flashcards and videos in rotation**. Students also chant the words while performing the gestures. Students practice through games, chants, and role-play. I also give them digital quizzes and ask them to use the vocabulary in short skits”. [I\_T1/RP-1\_13]*

The similar process also testified by teacher (T2):

*T2: “I use **spaced repetition**. We review the vocabulary weekly through **games, chants and digital quizzes**. Students practice through gesture recall, vocabulary journals, and short skits. They also use the words in classroom conversations.” [I\_T2/RP-2\_14]*

These practices highlight how repetition whether daily or weekly paired with varied contexts such as games, skits, and journals, strengthens vocabulary mastery. Both teachers demonstrate that consistent, playful, and purposeful practice

is key to making new words stick. The following are the results of filed observation on the repetition and practice below:

**Table 4.11** Observation Results of Repetition and Practice

Teacher	Activities	Students' Activities	Comments
T1	Teacher has appropriate frequency of vocabulary practice (both physical and video-based instruction repetition).	Students have the repeated practice of digital TPR	The teacher consistently incorporates both physical and video-based vocabulary practice, while students are consistently engaged in digital TPR practice.
T2	Teacher has appropriate frequency of vocabulary practice (both physical and video-based instruction repetition).	Students have the repeated practice of digital TPR	The teacher consistently incorporates both pointing and video-based vocabulary practice, while students are consistently engaged in digital TPR practice.

Based on the data above, the results of observation show repetition emerged as a central strategy in vocabulary instruction, applied through both daily and spaced formats to ensure consistent reinforcement. Learners engaged with flashcards, videos, chants, games, digital quizzes, and journals, while role-play, skits, and classroom conversations provided meaningful contexts for application. These varied practices reflect Nation (2001) principles of vocabulary learning, emphasizing frequent exposure, multimodal input, and contextual use. The integration of physical response, visual media, and written tasks contributed to a

dynamic and supportive environment for vocabulary retention and communicative development.

The findings of this study demonstrate that the implementation of Total Physical Response (TPR) supported by video-based instruction significantly enhanced students' vocabulary learning in an engaging, interactive, and multimodal environment. Teachers applied various types and procedures of TPR that aligned with Asher (2012) framework, though adapted to classroom needs.

First, types of TPR, only three out of the four types identified by Asher (2012) were applied, namely TPR-B (Body), TPR-O (Object), and TPR-P (Picture). Teacher 1 integrated TPR-B and TPR-P, while Teacher 2 applied TPR-O. The integration of these types fostered students' comprehension and retention by combining physical movement, visual aids, and verbal reinforcement. Each type provided specific benefits: TPR-B enhanced learning through body movements; TPR-O facilitated vocabulary understanding with concrete objects; and TPR-P promoted active participation through visual prompts such as pictures and videos. Second, in terms of TPR procedures, two models were identified: Teacher Command with Students' Performance (TCSP) and Teacher Command with Teacher Performance and Students (TCTPS). Teacher 1 applied TCSP, where students performed actions independently in response to teacher commands and video prompts, while Teacher 2 applied TCTPS, where the teacher performed actions together with students before gradually transferring responsibility. Both procedures effectively engaged students, though TCTPS provided more scaffolding for learners who required guided support.

Third, the stages of TPR implementation (preparation, teacher modeling, student modeling, student participation, integration of writing, and repetition/practice) were carried out systematically by both teachers. Preparation involved careful vocabulary selection, media planning, and activity design. Teacher modeling and student modeling ensured clarity and imitation through gestures and actions, while student participation emphasized collaborative and inclusive learning. Writing integration extended TPR beyond physical actions to literacy development, and repetition/practice reinforced vocabulary retention through multimodal and varied activities such as games, chants, and role-play.

Overall, the study concludes that TPR combined with video-based instruction provides an effective and comprehensive approach to vocabulary teaching. It creates a multimodal learning environment that integrates auditory, visual, kinaesthetic, and written elements, fostering both comprehension and retention. The findings align with Asher (2012) theory while also highlighting practical adaptations suited to the classroom context. By applying TPR in varied forms, procedures, and stages, teachers successfully promoted students' active engagement, motivation, and confidence in learning vocabulary.

## **4.2 Discussion**

The findings of this study confirm the describe of Total Physical Response (TPR) combined with video-based instruction in facilitating students' vocabulary learning. The results show that teachers implemented three types of TPR, TPR-B (Body), TPR-O (Object), and TPR-P (Picture) which are aligned with Asher (2012) framework of TPR types, though TPR-S was not applied. The selective use of these

three types demonstrates teachers' adaptation of theory into practice, choosing the most feasible and engaging strategies for their learners.

First, the findings revealed that TPR-B (Body) enabled students to directly associate vocabulary with physical movements, such as standing, sitting, or jumping. This supports Asher (2012) claim that body involvement strengthens the cognitive link between language and meaning. When supported by video-based input, TPR-B offered students a multimodal experience, combining auditory, visual, and kinaesthetic elements, which enhanced both comprehension and retention. Second, TPR-O (Object) provided learners with concrete references, allowing them to interact with real objects while responding to commands. This aligns with Ismail et al, (2023) principle that vocabulary learning is more effective when learners encounter words in meaningful and tangible contexts. The study found that TPR-O reduced confusion with spoken input, as visual and physical cues clarified meaning, improved comprehension, and encouraged students' active participation.

Third, TPR-P (Picture) enriched learning by integrating visual prompts, such as images and videos, into the TPR process. The observation data highlighted that this method encouraged both physical and verbal responses, which resonates with dual-coding theory Liu et al, (2022) stating that combining verbal and visual input facilitates deeper processing and better memory retention. Students appeared more confident in pronouncing vocabulary, supported by the clarity of visual cues.

In addition to the types of TPR, the finding of this study also identified two TPR procedures TCSP (Teacher Command with Students' Performance) and TCTPS

(Teacher Command with Teacher Performance and Students). Teacher 1 applied TCSP, which fostered student independence as learners performed actions on their own after receiving commands and video prompts. Teacher 2, however, used TCTPS, providing scaffolding by performing actions together with students before gradually transferring responsibility. This reflects Zhou (2024) sociocultural theory, where teacher modeling and shared activity scaffold learners' progression from assisted to independent performance.

Moreover, the study found that the stages of TPR implementation (preparation, teacher modeling, student modeling, student participation, integration of writing, and repetition/practice) were consistently applied. Preparation ensured vocabulary selection and the integration of appropriate multimedia. Teacher and student modeling facilitated imitation and gradual transfer of responsibility. Participation created collaborative and inclusive classroom interactions, while writing tasks bridged physical response with literacy development, reflecting a holistic instructional design. Finally, repetition and practice through games, chants, role-play, and digital tools ensured vocabulary retention, in line with (Liu et al, 2022) emphasis on frequent, meaningful exposure. Taken together, these findings demonstrate that TPR, when combined with video-based instruction, not only supports vocabulary learning but also creates a dynamic, multimodal, and student-centered environment. By engaging multiple senses auditory, visual, and kinaesthetic TPR fosters stronger memory encoding and retrieval, as supported by multisensory learning theories Alhamdan et al (2025) Additionally, the integration of collaborative practices and scaffolding approaches enhances motivation,

confidence, and classroom participation, further strengthening the impact of vocabulary instruction.

Overall, this study reinforces the relevance of Asher (2012) TPR framework while highlighting practical adaptations in the digital age, particularly through the integration of video. The findings contribute to both theory and practice by illustrating how TPR, supported by multimedia, can be optimized to meet the needs of contemporary language learners.

## CHAPTER V

### CONCLUSION AND RECOMMENDATIONS

#### 5.1 Conclusion

This study set out to investigate the process of teaching vocabulary using Total Physical Response (TPR) integrated with video-based instruction, and to describe the specific types of TPR employed by teachers in this context

1. The video-supported TPR instruction is both procedurally rich and pedagogically effective, particularly in fostering engagement, retention, and embodied learning among young learners. The instructional process observed involved a progression from teacher-led demonstrations to collaborative enactment, facilitated through structured procedures such as Teacher Commands–Student Performance (TCSP) and Teacher and Students Perform Together (TCTPS). These approaches align with the Gradual Release of Responsibility model (Shanahan et al, 2018), enabling learners to internalize vocabulary through active participation and visual modeling.
2. In terms of TPR types, the study identified four distinct forms such as TPR-B (Body-based), TPR-P (Productive), and TPR-O (Object-based), each serving different cognitive and communicative functions. TPR-B and TPR-P supported immediate physical and verbal responses suitable for foundational vocabulary acquisition, while TPR-O facilitated deeper cognitive engagement through observation and narrative construction.

These findings affirm Asher (2012) view that TPR can evolve from simple command-response routines to complex storytelling formats.

## **5.2 Recommendations**

### **5.2.1 For Classroom Practice**

1. **Implement Structured TPR Procedures:** Teachers should adopt TCSP and TCTPS to scaffold vocabulary learning, ensuring a clear progression from modeling to independent enactment.
2. **Diversify TPR Activities:** Incorporate a range of TPR types (TPR-B, TPR-P, TPR-O, TPR-S) to address different learning objectives from basic word recognition to narrative-based language use.
3. **Use Video Strategically:** Select or produce video materials that clearly demonstrate target vocabulary through gestures, objects, and contextual scenarios. Videos should be age-appropriate and culturally relevant to maximize learner engagement.

### **5.2.2 For Teacher Training and Curriculum Development**

1. **Provide Professional Development:** Equip educators with training on integrating TPR with video instruction, emphasizing classroom management, gesture modeling, and multimodal scaffolding.
2. **Design TPR-Integrated Materials:** Curriculum developers should create resources that embed TPR activities within video-based modules, supporting differentiated instruction and learner autonomy.

### **5.2.3 For Future Research**

1. **Explore Long-Term Impact:** Conduct longitudinal studies to examine the sustained effects of video-based TPR on vocabulary retention and communicative competence.
2. **Investigate Learner Perceptions:** Include student voice in future research to understand affective responses, motivation, and perceived effectiveness of TPR-video integration.
3. **Expand Contextual Diversity:** Replicate the study across varied age groups, proficiency levels, and cultural contexts to assess generalizability and refine pedagogical models.

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## APPENDICES

## APPENDIX I

## Interview Guideline for Teacher

Theory	Aspect	Indicator	Code	Question
		Researcher	R	
		Teacher	T1/2	
		Interview	I	
		Observation	O	
Teacher's background information	Teacher's background	1. Teacher's teaching experience 2. Teacher's ability	TP -1 TP-2	1. How long have you been teaching English at this school and what class do you teach? 2. Can you tell me how do you know and learn the TPR before you implement it to the students?
Variations of Total Physical Response (Asher, 2012)	Types of TPR	3. TPR-Body TPR-Object TPR-Picture TPR-Story	TPR-B TPR-O TPR-P TPR-S	3. Which Total physical Response that you Implement at your class? 4. Why do you choose video-based instruction as your teaching reasons in implementing TPR,
The procedures of Total Physical Response (TPR) Asher, (2012)	TPR Procedure by Asher (2012)	1. The teacher gives commands as she performs the action. (TCP) 2. The teacher gives a command as	(TCP) (TCTPS)	6. Which TPR procedure do you implement: ○ TCP ○ TCTSP ○ TCSP ○ SCSP ○ SCTSP 7. How do you implement one of the procedures of them, describe in detail?

		<p>both the teacher and the students perform the action. (TCTPS)</p> <p>3. The teacher gives commands, but only the students perform the action. (TCSP)</p> <p>4. The teacher asked one of the students to do commands as an example in front of the class. (SCASP)</p> <p>5. The roles of the teacher and students are reserved. One student gives commands to the teacher and to other students. (SCTSP)</p>		
The procedures of Total Physical	Preparation	<p>1. Selection of vocabulary.</p> <p>2. Select the media/digital tools and resources,</p> <p>3. Planning interactive activities,</p>	<p>Pr – 1</p> <p>Pr -2</p> <p>Pr -3</p>	<p>8. How do you prepare the TPR through video – based instruction teaching learning process?</p> <p>9. What things that you prepare before implement the TPR video – based instruction?</p>

Response (TPR) Asher, (2012)		4. Identifying target actions or gestures	Pr – 4	
	Teacher Modeling	1. Teacher demonstrations of vocabulary through physical actions and digital tools.	TM – 1	10. How do you demonstrate the vocabulary while using TPR video – based instruction?
		2. Clarity of gesture-action association.	TM – 2	
		3. Verbal cues used in the demonstration	TM – 3	
Student Modeling	1. Student demonstrations of vocabulary through physical actions. Accuracy of gesture-action association.	SM– 1	11. How do students demonstrate the vocabulary given while using TPR video – based instruction?	
	2. Peer imitation of demonstrated vocabulary.	SM – 2		
Student Participation	1. Frequency of student engagement in physical activities.	SP – 1	12. Can you tell me how do the students participate/being engaged while teaching vocabulary using TPR video – based instruction?	
	2. Level of active participation in demonstrating or responding to vocabulary.	SP – 2		

		3. Group dynamics in vocabulary practice.	SP – 3	
	Integration of Writing	<p>1. Use of writing tasks to reinforce vocabulary (writing the vocabulary after physical action).</p> <p>2. Combination of physical response and written expression.</p> <p>3. Student ability to associate written words with gestures.</p>	<p>IW – 1</p> <p>IW – 2</p> <p>IW – 3</p>	13. How do students integrate the vocabulary gotten into their writing?
	Repetition and Practice	<p>1 Frequency of vocabulary practice (both physical and digital repetition).</p> <p>2 Cumulative reinforcement through repeated actions.</p> <p>3 Use of spaced repetition techniques, practice in varied contexts (digital, physical, group, individual).</p>	<p>RP – 1</p> <p>RP – 2</p> <p>RP – 3</p>	<p>14. How do students try to remember the vocabulary that they gotten can you tell me more detail about that?</p> <p>15. How do they practice the vocabulary gotten from TPR video – based instruction?</p>

**APPENDIX 2**  
**INTERVIEW SHEET**

Pre setting : Office  
 Day/Date : Wednesday, 10<sup>th</sup> September 2025  
 Place : Class  
 Time : 08:00 – 08:11  
 Interviewer : Researcher  
 Interviewee : Teacher 1

Student & Researcher Code	Statements (Raw Data)	Preliminary Code	Final Code
<b>R</b>	1. How long have you been teaching English at this school and what class do you teach?		
<b>T-1</b>	"I've been teaching English here <b>for 2 years</b> . I usually handle <b>grade 7 students</b> ."	<b>for 2 years.</b> <b>grade 7 students.</b>	<b>I_T1/ TP_1a</b> <b>I_T1/TP_1b</b>
<b>R</b>	2. Can you tell me how do you know and learn the TPR before you implement it to the students?		
<b>T-1</b>	"I first learned about TPR during <b>a teacher workshop</b> . I then explored it further through <b>online courses</b> and classroom trials."	<b>a teacher workshop</b> <b>online courses</b>	<b>I_T1/TP_2a</b> <b>I_T1/TP_2b</b>
<b>R</b>	3. Which Total physical Response that you Implement at your class?		
<b>T-1</b>	"I mostly use <b>TPR-B</b> and <b>TPR-P</b> in my class. These types allow students to respond both physically and verbally."	<b>TPR-B</b> <b>TPR-P</b>	<b>I_T1/TPR-B_3</b> <b>I_T1/TPR-P_3</b>
<b>R</b>	4. Why do you choose TPR video – based instruction?		

<b>T-1</b>	Video-based instruction helps students <b>visualize vocabulary</b> better. It's <b>engaging and supports retention</b> , especially for abstract words	<b>visualize vocabulary</b> <b>supports retention</b>	<b>I_T1/TPR-Vbi_4a</b> <b>I_T1/TPR-Vbi_4b</b>
<b>R</b>	5. Which TPR procedure do you implement: TCP, TCTSP, TCSP, SCSP or SCTSP?		
<b>T-1</b>	I implement <b>TCSP</b> most often. I give commands and students perform the actions while watching the video	<b>TCSP</b>	<b>I_T1/TCSP_5</b>
<b>R</b>	6. How do you implement one of the procedures of them, describe in detail?		
<b>T-1</b>	For example, I and students see 'jump' while the video shows someone jumping. <b>Students then perform the action.</b> I repeat the command and gesture to reinforce learning	<b>Students then perform the action.</b>	<b>I_T1/TCSP_6</b>
<b>R</b>	7. How do you prepare the TPR video-based instruction teaching learning process?		
<b>T-1</b>	I prepare by <b>selecting 8–10 target words, creating short action videos, and planning group activities</b> that match the vocabulary."	<b>selecting 8–10 target words, creating short action videos</b> <b>group activities</b>	<b>I_T1/PR-1_7a</b> <b>I_T1/PR-1_7b</b>
<b>R</b>	8. What things that you prepare before implement the TPR video – based instruction?		
<b>T-1</b>	Before implementation, I prepare <b>gesture lists, flashcards, and ensure the video clips</b> are clear and age-appropriate.	<b>gesture lists, flashcards,</b> <b>ensure the video clips</b>	<b>I_T1/PR-2_8a</b> <b>I_T1/PR-2_8b</b>
<b>R</b>	9. How do you demonstrate the vocabulary while using		

	TPR video – based instruction?		
<b>T-1</b>	"I play <b>the video</b> , mimic the action, and say the word clearly. I repeat it twice and ask students to follow along."	<b>the video</b>	<b>I_T1/TM-1_9</b>
<b>R</b>	10. How do students demonstrate the vocabulary given while using TPR video – based instruction?		
<b>T-1</b>	Students act out the vocabulary <b>in pairs or small groups</b> . They imitate each other and refine their gestures through peer feedback."	<b>in pairs or small groups.</b>	<b>I_T1/SM- 1_10</b>
<b>R</b>	11. Can you tell me how do the students participate/being engaged while teaching vocabulary using TPR video- based instruction?		
<b>T-1</b>	"They're very engaged, especially <b>during miming games and gesture-based quizzes</b> . Group work helps everyone participate."	<b>during miming games</b>  <b>gesture-based quizzes.</b>	<b>I_T1/SP- 1_11a</b>  <b>I_T1/SP- 1_11b</b>
<b>R</b>	12. How do students integrate the vocabulary gotten into their writing?		
<b>T-1</b>	"After practicing the vocabulary physically, students <b>write short sentences using the words</b> . Sometimes they <b>draw the gesture next to the word</b> ."	<b>write short sentences using the words.</b>  <b>draw the gesture next to the word.</b>	<b>I_T1/IW- 1_12a</b>  <b>I_T1/IW- 1_12b</b>
<b>R</b>	13. How do students try to remember the vocabulary that they gotten can you tell me more detail about that?		
<b>T-1</b>	"We repeat the actions daily for a week. I use <b>flashcards and videos in rotation</b> . Students also chant the words while performing the gestures."	<b>Flashcards</b>  <b>Videos in rotation</b>	<b>I_T1/RP-1_13a</b>  <b>I_T1/RP-1_13b</b>

<b>R</b>	14. How do they practice the vocabulary gotten from TPR video-based instruction?		
<b>T-1</b>	"Students practice through <b>games, chants, and role-play</b> . I also give them digital quizzes and ask them to use the vocabulary in short skits."	<b>games, chants.</b>  <b>role-play</b>	<b>I_T1/RP_2_14a</b>  <b>I_T1/RP_2_14b</b>

### INTERVIEW SHEET

Pre setting : Office  
 Day/Date : Thursday, 11<sup>th</sup> September 2025  
 Place : Class  
 Time : 08:00 – 08:11  
 Interviewer : Researcher  
 Interviewee : Teacher 2

Student & Researcher Code	Statements (Raw Data)	Preliminary Code	Final Code
<b>R</b>	1. How long have you been teaching English at this school and what class do you teach?		
<b>T-2</b>	"I've been teaching English <b>for a year</b> . Right now, I teach <b>grade 7 students</b> ."	<b>for a year.</b> <b>grade 7 students.</b>	<b>I_T2/TRP_1_1a</b> <b>I_T2/TRP_1_1b</b>
<b>R</b>	2. How did you learn about TPR before implementing it?		
<b>T-2</b>	I learned about TPR during my teacher training program. Later, I watched classroom <b>videos and read articles</b> to understand how to apply it."	<b>Videos</b> <b>read articles</b>	<b>I_T2/ TP_2a</b> <b>I_T2/TP_2b</b>
<b>R</b>	3. Which Total Physical Response do you implement in your class?		
<b>T-2</b>	"I use <b>TPR-O and TPR-S</b> . These types allow students to observe and then create stories using the vocabulary."	<b>TPR-O</b> <b>TPR-S</b>	<b>I_T2/TPR-O_3a</b> <b>I_T2/TPR-S_3b</b>

<b>R</b>	4. Why do you choose video-based instruction for implementing TPR?		
<b>T-2</b>	Video helps students <b>visualize the vocabulary and connect it with real-life actions.</b> It's especially useful for young learners."	<b>visualize the vocabulary</b>  <b>connect it with real-life actions.</b>	<b>I_T2/TPR-Vbi_4a</b>  <b>I_T2/TPR-Vbi_4b</b>
<b>R</b>	5. Which TPR procedure do you implement?		
<b>T-2</b>	"I implement <b>TCTPS</b> . I perform the action with the students while the video plays, then let them try it on their own."	<b>TCTPS</b>	<b>I_T2/TCTPS_5</b>
<b>R</b>	6. How do you implement one of the procedures?		
<b>T-2</b>	"For example, when teaching 'clap', I play <b>the video</b> , clap with the students, and then ask them to clap while saying the word. It's a <b>step-by-step process.</b> "	<b>The video</b>  <b>Step-by-step process</b>	<b>I_T2/TCTPS_6a</b>  <b>I_T2/TCTPS_6b</b>
<b>R</b>	7. How do you prepare TPR through video-based instruction?		
<b>T-2</b>	I prepare by selecting vocabulary based on <b>themes like food or movement.</b> I choose <b>animated videos and plan gesture-based games.</b> "	<b>Themes like food or movement.</b>  <b>Animated videos</b>  <b>Plan gesture-based games.</b>	<b>I_T2/PR-1_7a</b>  <b>I_T2/PR-1_7b</b>  <b>I_T2/PR-1_7c</b>

<b>R</b>	<b>8.</b> What do you prepare before implementation?		
<b>T-2</b>	"I prepare <b>gesture cards, vocabulary lists, and make sure the videos are short and clear.</b> I also plan group activities to reinforce learning."	<b>gesture cards, vocabulary lists.</b>  <b>make sure the videos are short and clear.</b>	<b>I_T2/PR-2_8a</b>  <b>I_T2/PR-2_8b</b>
<b>R</b>	<b>9.</b> How do you demonstrate vocabulary using TPR video-based instruction?		
<b>T-2</b>	"I use <b>a pause-play method.</b> I show the video, pause it, demonstrate the gesture, and say the word slowly. Then I ask students to repeat."	<b>a pause-play method.</b>	<b>I_T2/TM-1_9</b>
<b>R</b>	<b>10.</b> How do students demonstrate vocabulary using TPR video-based instruction?		
<b>T-2</b>	"Students <b>take turns performing the actions in front of the class.</b> They also imitate each other and give feedback on gestures."	<b>take turns performing the actions in front of the class.</b>	<b>I_T2/SM-1_10</b>
<b>R</b>	<b>11.</b> How do students participate while learning vocabulary through TPR video-based instruction?		
<b>T-2</b>	"They're very active. <b>They enjoy role-play and action-based storytelling.</b> Group work helps shy students get involved."	<b>They enjoy role-play</b>  <b>action-based storytelling.</b>	<b>I_T2/SP-1_11a</b>  <b>I_T2/SP-1_11b</b>

<b>R</b>	<b>12.</b> How do students integrate vocabulary into writing?		
<b>T-2</b>	"Students write <b>mini-dialogues</b> using the vocabulary. They also <b>describe the actions they performed</b> during the lesson."	<b>mini-dialogues</b>  <b>describe the actions they performed</b>	<b>I_T2/IW-1_12a</b>  <b>I_T2/IW-1_12b</b>
<b>R</b>	<b>13.</b> How do students remember the vocabulary?		
<b>T-2</b>	"I use <b>spaced repetition</b> . We review the vocabulary weekly through <b>games, chants, and digital quizzes</b> ."	<b>spaced repetition</b>  <b>games, chants,</b>  <b>digital quizzes.</b>	<b>I_T2/RP-1_13a</b>  <b>I_T2/RP-1_13b</b>  <b>I_T2/RP-1_13c</b>
<b>R</b>	<b>14.</b> How do they practice vocabulary from TPR video-based instruction?		
<b>T-2</b>	"Students practice through <b>gesture recall, vocabulary journals, and short skits</b> . They also use the words in classroom conversations."	<b>gesture recall,</b> <b>vocabulary journals,</b>  <b>short skits.</b>	<b>I_T2/RP-2_14a</b>  <b>I_T2/RP-2_14b</b>

## APPENDIX 3

## OBSERVATION GUIDELINE FOR TEACHER AND STUDENTS

Theory	Aspect	Indicator	
		Teacher	Students
Variations of Total Physical Response (Asher, 2012) And	1 TPR-B 2 TPR-O 3 TPR-P	1. TPR with the body, which includes everything that can be done with general body movement. 2. TPR with objects. This is best done sitting at a table that has some objects on it. 3. TPR with pictures, Picture-based activities, such as pointing at pictures	1 Students follow the instruction by using body movement 2 Students follow the instruction by using object. 3 Students follow the instruction by pointing the picture
The procedures of Total Physical Response (TPR) Asher, (2012)	TPR Procedure by Asher (2012)	4. The teacher gives commands as she performs the action. <b>(TCP)</b> 5. The teacher gives a command as both the teacher and the students perform the action. <b>(TCTPS)</b> 6. The teacher gives commands, but only the students perform the action. <b>(TCSP)</b> 7. The teacher asked one of the students to do commands as an example in front of the class. <b>(SCSP)</b>	4 The students notice the teacher's commands and performance. 5 The students perform the command together with teacher 6 The students perform the action. 7 A student performs the command as a sample 8 A student gives a command and the teacher and the other students performs that command.

		8. The roles of the teacher and students are reserved. One student gives commands to the teacher and to other students. (SCTSP)	
	Preparation	<p>9. The teacher writes down the class activity at lesson plan</p> <p>10. The teacher selects the vocabularies to be taught.</p> <p>11. The teacher determines the media/digital tools and resources</p> <p>12. The teacher has a Planning interactive activities</p> <p>13. The teacher prepares the assessment after teaching vocabulary through TPR video – based instruction.</p>	<p>9 Students prepare themselves (by sitting neatly waiting for the teacher's instruction)</p> <p>10 Students listen and notice to the teacher's vocabulary that were taught</p> <p>11 Students notice the media used by the teacher</p> <p>12 Students do the class activities based on teacher's lesson plan</p> <p>13 The students answer and fulfill the assessment based on the teachers' instruction</p>
	Teacher Modeling	<p>14. Teacher demonstrations of vocabulary through physical actions and video-based tools.</p> <p>15. Teacher clarity of gesture-action association.</p> <p>16. Teacher use verbal cues in the demonstration</p>	<p>14 Students keep noticing the teacher physical actions and try to imitate the verbs that practice by the teacher</p> <p>15 The students imitate the teacher's gesture of action</p> <p>16 Students listen to the teacher's verbal cues to support the gesture.</p>

	Student Modeling	<p>17. The teacher instructs the students to demonstrate of vocabulary through physical actions.</p> <p>18. The teacher examines the accuracy of students' gesture-action association.</p> <p>19. Peer imitation of demonstrated vocabulary</p>	<p>17 Student demonstrate of vocabulary through physical actions.</p> <p>18 Students do the accuracy of gesture-action association.</p> <p>19 Students have Peer imitation of demonstrated vocabulary</p>
	Student Participation	<p>20. The teacher notice Frequency of student engagement in physical activities.</p> <p>21. The teacher examines students' level of active participation in demonstrating or responding to vocabulary.</p> <p>22. The teacher asked students to demonstrate in a Group dynamics in vocabulary practice.</p>	<p>20 Students do the TPR based on the frequency of engagement in physical activities given by the teacher.</p> <p>21 Students have an active participation in demonstrating or responding to vocabulary.</p> <p>22 Students do the group dynamics in vocabulary practice.</p>
	Integration of Writing	<p>23. The teacher uses of writing tasks to reinforce vocabulary (writing the vocabulary after physical action).</p> <p>24. The teacher distributed the writing assessment to the students</p>	<p>23 The students write down the vocabulary which have already learnt through digital TPR</p> <p>24 The students do the written assessment given by the teacher</p>
	Repetition and Practice	<p>25. Teacher has appropriate frequency of vocabulary practice (both physical and video-based instruction repetition).</p> <p>26. The teacher reinforcement through repeated actions.</p> <p>27. The teacher uses of spaced repetition techniques, practice in varied contexts (video-</p>	<p>25 Students have the repeated practice of digital TPR</p> <p>26 Students response to the teacher's reinforcement</p> <p>27 Students follow the repetition technique given by the teacher</p>

		based, physical, group, individual).	
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#### APPENDIX 4

#### 1<sup>st</sup> TEACHER OBSERVATION SHEET 1 (DAY 1)

Adapted By Fortune, T (2014)

Teacher : 1  
 Observer : Resecher  
 School : SMP Al- Wahdah  
 Lesson/Topic : English/ Simple Daily Verb  
 Grade level : 7 Grade (A)  
 Start : 09:55 -10:15  
 Date : Tuesday, 16<sup>th</sup> September 2025 (Day-1)

Teachers' Activities	Students' Activities	Observed		Not observed		Not applicable		Comments	Code
		T1	S	T1	S	T1	S		
<b>1. TPR-B, TPR-O and TPR-P</b>									
<b>TPR with Body (TPR-B)</b> The teacher gave commands which includes everything that can be done with	The students follow the instruction by using body movement together based on teacher's command.	√	√					Teacher consistently used full-body <b>gestures</b> to model vocabulary related to simple Daily Verb,	O_T1/TPR-B

general body movement.								before that she display video which introduce several simple daily verbs (Stand up, sit down, open, close etc.)	
TPR with Objects TPR-O . The teacher brings some objects and sitting at a table that has some objects on it.	Students follow the instruction by using object.					√	√	Not Applicable. The teacher and students, Not implement TPR – O.	
TPR with pictures (TPR-P) , The teacher gives Picture/Video-based activities, such as pointing at pictures, switching the video	Students follow the instruction by pointing the picture keeping the attention to the video/picture					√	√	Not Applicable. The teacher and students, Not implement TPR – P.	
<b>2. TPR Procedure by Asher (2012)</b>									
The teacher gives commands as she performs the action. (TCP)	The students notice the teacher's commands and performance.					√	√	Not Applicable. The teacher and students, not implemented.	
The teacher gives a command as both the teacher and the students perform the action. (TCTPS)	The students perform the command together with teacher.	√	√					The teacher give students command to watch the video then ask students to practice the Verb together.	O_T1/TCSP
The teacher gives commands, but	The students perform the action.					√	√	Not Applicable. The teacher and	

only the students perform the action. (TCSP)								students, not implemented.	
The teacher asked one of the students to do commands as an example in front of the class. (SCASP)	A student performs the command as a sample.					√	√	Not Applicable. The teacher and students, not implemented.	
The roles of the teacher and students are reserved. One student gives commands to the teacher and to other students. (SCTSP)	A student gives a command and the teacher and the other students perform that command.					√	√	Not Applicable. The teacher and students, not implemented.	

### 3. STAGES IN TPR PROCEDURE

#### PREPARATION

The teacher writes down the class activity at lesson plan	Students prepare themselves (by sitting neatly waiting for the teacher's instruction.	√	√					The teacher manage the class based on his lesson plan, the lesson plan was structured and aligned with instructional goals, and the students follow the teacher instruction.	O_T1/Pr1
The teacher selects the vocabularies to be taught.	Students listen and notice to the teacher's vocabulary	√	√					The teacher gave the vocabulary based on what he written at lesson plan, students listen and notice to the teacher instruction.	O_T1/Pr2

The teacher determines the media/digital tools and resources	Students notice and watch the media prepared by the teacher	√	√					The teacher used video (video, images), and the students notice the TPR video – based given by the teacher.	O_T1/Pr3
The teacher has a Planning interactive activities	Students do the class activities based on teacher's lesson plan	√	√					The teacher and students did the activities included notice and watch the video then did the physical response, and imitation.	O_T1/Pr
The teacher prepares the assessment after teaching vocabulary through TPR video – based instruction	The students answer and fulfill the assessment based on the teachers' instruction	√	√					The teacher gave the assessment in the form of and writing tasks were used to evaluate learning.	O_T1/Pr
<b>TEACHER MODELING</b>									
Teacher demonstrations of vocabulary through physical actions and video – based tools.	Students keep noticing the teacher physical actions and try to imitate the verbs that practice by the teacher	√	√					The teacher used demonstrations or model/practice the words were clear and concise.	O_T1/TM1
Teacher clarity of gesture-action association.	The students imitate the teacher's gesture of action	√	√					The teacher used gestures matched vocabulary meaning accurately.	O_T1/TM2
Teacher use verbal cues in the demonstration	Students listen to the teacher's verbal cues to support the gesture.	√	√					The teacher used verbal prompts supported physical modeling.	O_T1/TM3
<b>STUDENT MODELING</b>									

The teacher instructs the students to demonstrate of vocabulary through physical actions.	Student demonstrate of vocabulary through physical actions.	√	√					The teacher instructs the students to demonstrate of vocabulary through physical actions, and students were actively involved in physical demonstrations.	O_T1/SM1
The teacher examines the accuracy of students' gesture-action association.	Students do the accuracy of gesture-action association.	√	√					Feedback was provided to correct and reinforce gestures.	O_T1/SM2
Peer imitation of demonstrated vocabulary	Students have Peer imitation of demonstrated vocabulary					√	√	Not applicable due to lack of students' peer (not balance amount)	
<b>STUDENT PARTICIPATION</b>									
The teacher notice Frequency of student engagement in physical activities.	Students do the TPR based on the frequency of engagement in physical activities given by the teacher.	√	√					The students really enjoy and almost all students engage in physical activities and follow the instruction	O_T1/SP1
The teacher examines students' level of active participation in demonstrating or responding to vocabulary.	Students have an active participation in demonstrating or responding to vocabulary.	√	√					The teacher check students' level of active participation by noticing one by one students' movement while and Students have an active participation in demonstrating or	O_T1/SP2

								responding to vocabulary.	
The teacher asked students to demonstrate in a Group dynamics in vocabulary practice.	Students do the group dynamics in vocabulary practice.					√	√	Not applicable due to limit of time.	
<b>INTEGRATION OF WRITING</b>									
The teacher uses of writing tasks to reinforce vocabulary (writing the vocabulary after physical action).	The students write down the vocabulary which have already learnt through digital TPR.	√	√					The teacher uses writing tasks to reinforce vocabulary, with students recording their newly learned vocabulary through digital TPR after physical action.	O_T1/IW1
The teacher distributed the writing assessment to the students	The students do the written assessment given by the teacher.	√	√					Students are required to complete a written assessment provided by their teacher.	O_T1/IW2
<b>REPETITION AND PRACTICE</b>									
Teacher has appropriate frequency of vocabulary practice (both physical and video-based instruction repetition).	Students have the repeated practice of digital TPR	√	√					The teacher consistently incorporates both physical and video-based vocabulary practice, while students are consistently engaged in digital TPR practice.	O_T1/RP1
The teacher reinforcement	Students response to the teacher's reinforcement.	√	√					The teacher uses repeated actions to reinforce	O_T1/RP2

through repeated actions.								learning, and students respond positively to this reinforcement.	
The teacher uses of spaced repetition techniques, practice in varied contexts (video-based, physical, group, individual).	Students follow the repetition technique given by the teacher	√	√					The teacher employs spaced repetition techniques for various contexts, including video-based, and individual learning, and students consistently follow the instructions.	O_T1/RP3

**1<sup>st</sup> TEACHER OBSERVATION SHEET 2 (DAY 2)**  
**Adapted By Fortune, T (2014)**

Teacher : 1  
 Observer : Reseacher  
 School : SMP A1- Wahdah  
 Lesson/Topic : Family  
 Grade level : 7 Grade (A)  
 Start : 09:55 -10:15  
 Date : Wednesday 17<sup>th</sup> of september 2025

Teachers' Activities	Students' Activities	Observed		Not observed		Not applicable		Comments	Code
		T1	S	T1	S	T1	S		
<b>4. TPR-B, TPR-O and TPR-P</b>									
TPR with the Body (TPR-B), the teacher gave commands which includes everything that can be done with general body movement.	The students follow the instruction by using body movement together and one by one based on teacher's command					√	√	This Type of TPR have already implemented in previous meeting	
TPR with Objects TPR-O . The teacher brings some objects and	Students follow the instruction by using object.					√	√	Not Applicable. The teacher and students, Not	

sitting at a table that has some objects on it.								implement TPR – O.	
TPR with pictures (TPR-P), The teacher gives Picture/Video-based activities, such as pointing at pictures, switching the video	Students follow the instruction by pointing the picture keeping the attention to the video/picture displayed.	√	√					The teacher and students, implement the TPR - Picture-based activities were integrated which via video and visual prompts.	O_T1/TPR-P
<b>5. TPR Procedure by Asher (2012)</b>									
The teacher gives commands as she performs the action. (TCP)	The students notice the teacher's commands and performance.					√	√	Not Applicable. The teacher and students, not implemented.	
The teacher gives a command as both the teacher and the students perform the action. (TCTPS)	The students perform the command together with teacher.					√	√	Not Applicable. The teacher and students, not implemented.	
The teacher gives commands, but only the students perform the action. (TCSP)	The students perform the action.	√	√					The teacher gave the commands to the students by watching the video then pointing the picture that paused that show the family member.	O_T1/TCSP
The teacher asked one of the students to do commands as an example in front of the class. (SCASP)	A student performs the command as a sample.					√	√	Not Applicable. The teacher and students, not implemented.	

The roles of the teacher and students are reserved. One student gives commands to the teacher and to other students. (SCTSP)	A student gives a command and the teacher and the other students perform that command.					√	√	Not Applicable. The teacher and students, not implemented.	
<b>6. STAGES IN TPR PROCEDURE</b>									
<b>PREPARATION</b>									
The teacher writes down the class activity at lesson plan	Students prepare themselves (by sitting neatly waiting for the teacher's instruction.	√	√					The teacher prepared the lesson plan was structured and aligned with instructional goals, and the students waiting for the teacher instruction.	O_T1/Pr-1
The teacher selects the vocabularies to be taught.	Students listen and notice to the vocabulary that were taught.	√	√					The teacher was vocabulary chosen based on relevance the video, and students listen and notice to the teacher instruction. The vocabulary that was taught about "Family"	O_T1/Pr-2
The teacher determines the media/digital tools and resources	Students notice the media used by the teacher	√	√					The teacher used digital tools (video), and the students notice the TPR video –	O_T1/Pr-3

								based given by the teacher.	
The teacher has a Planning interactive activities	Students did the activities given by the teacher interactively.	√	√					The teacher activities were switch on the video then display and introduce several family parts. Then students were asked to pronounce it then point the video that paused by the teacher.	O_T1/Pr-4
The teacher prepares the assessment after teaching vocabulary through TPR video – based instruction		√						The teacher gave the oral assessment by asking the students to pronounce the words then did the role play as the family member.	O_T1/Pr-5
<b>TEACHER MODELING</b>									
Teacher demonstrations of vocabulary through physical actions and video – based tools.	Students keep noticing the teacher physical actions and try to imitate the verbs that practice by the teacher						√	Not Applicable. The teacher didn't did the modelling because the vocabulary that were taught was about family so he just pointing the picture.	
Teacher clarity of gesture-action association.	The students imitate the teacher's gesture of action						√	Not Applicable. The teacher didn't did the modelling	
Teacher use verbal cues in the demonstration	Students listen to the teacher's verbal cues to	√						The teacher used verbal prompts to support the video	O_T1/TM

	support the gesture.							that he displayed by pointing part of family.	
<b>STUDENT MODELING</b>									
The teacher instructs the students to demonstrate of vocabulary through physical actions.	Student demonstrate of vocabulary through physical actions.	√	√					The teacher instructed the students to point the family member through video that he displayed	O_T1/SM-1
The teacher examines the accuracy of students' gesture-action association. Peer imitation of demonstrated vocabulary	Students do the accuracy of gesture-action association.	√	√					Feedback was provided to correct and reinforce the picture of family member chosen by students. Using oral correction.	O_T1/SM-2
3Peer imitation of demonstrated vocabulary	Students have Peer imitation of demonstrated vocabulary	√	√					Students were asked by the teacher to have a peer in order to demonstrate the pat of family. (Mother	O_T1/SM-3
<b>STUDENT PARTICIPATION</b>									
The teacher notice Frequency of student engagement in physical activities.	Students do the TPR based on the frequency of engagement in physical activities given by the teacher.	√	√					The students really enjoy and almost all students engage in physical activities and follow the instruction	O_T1/SP-1
The teacher examines students' level of active participation in demonstrating or	Students have an active participation in demonstrating or responding to vocabulary.	√	√					The teacher check students' level of active participation by noticing one by one students'	O_T1/SP-2

responding to vocabulary.								movement while and Students have an active participation in demonstrating or responding to vocabulary.	
The teacher asked students to demonstrate in a Group dynamics in vocabulary practice.	Students do the group dynamics in vocabulary practice.	√	√					The students were actively engaged with group and peer activities while demonstrating the family member.	O_TI/SP-3
<b>INTEGRATION OF WRITING</b>									
The teacher uses of writing tasks to reinforce vocabulary (writing the vocabulary after physical action).	The students write down the vocabulary which have already learnt through digital TPR.	√	√					The teacher asked students to write down the family member on their book.	O_T1/IW-1
The teacher distributed the writing assessment to the students.	The students do the written assessment given by the teacher.	√	√					Students are required to complete a written assessment provided by their teacher.	O_T1/IW-2
<b>REPETITION AND PRACTICE</b>									
Teacher has appropriate frequency of vocabulary practice (both physical and video-based instruction repetition).	Students have the repeated practice of digital TPR	√	√					The teacher consistently incorporates both pointing and video-based vocabulary practice, while students are consistently engaged in digital TPR practice.	O_T1/RP-1

The teacher reinforcement through repeated actions.	Students response to the teacher's reinforcement.	√	√					The teacher uses repeated actions to reinforce learning, and students respond positively to this reinforcement.	O_T1/RP-2
The teacher uses of spaced repetition techniques, practice in varied contexts (video-based, physical, group, individual).	Students follow the repetition technique given by the teacher	√	√					The teacher employs spaced repetition techniques for various contexts, including video-based, and individual learning, and students consistently follow the instructions.	O_T1/RP-3

**TEACHER 2 OBSERVATION SHEET 1 (DAY 1)**  
**Adapted By Fortune, T (2014)**

Teacher : 2  
 Observer : Reseacher  
 School : SMP Al-Wahdah  
 Lesson/Topic : Introduction to Time  
 Grade level : 7 Grade (A)  
 Start : 08:15 – 8:55  
 Date : Wednesday 17<sup>th</sup> September 2025

Teachers' Activities	Students' Activities	Observed		Not observed		Not applicable		Comments	Code
		T1	S	T1	S	T1	S		
<b>7. TPR-B, TPR-O and TPR-P</b>									
TPR with the body, which includes everything that can be done with general body movement.	Students follow the instruction by using body movement					√	√	Not Applicable. The teacher and students, not implemented.	
TPR with objects. This is best done sitting at a table that has some objects on it.	Students follow the instruction by using object.	√	√					The teacher and students, implement the TPR – O	O_T2/TPR-O

TPR with pictures, Picture-based activities, such as pointing at pictures	Students follow the instruction by pointing the picture					√	√	Not Applicable. The teacher and students, not implemented.	
<b>8. TPR Procedure by Asher (2012)</b>									
The teacher gives commands as she performs the action. (TCP)	The students notice the teacher's commands and performance.					√	√	Not Applicable. The teacher and students, not implemented.	
The teacher gives a command as both the teacher and the students perform the action. (TCTPS)	The students perform the command together with teacher	√	√					The teacher gave the commands and the teacher, students perform by watching the video then pointing the body that paused that show the Introduction to Time.	O_T2/TCTPS
The teacher gives commands, but only the students perform the action. (TCSP)	The students perform the action.					√	√	Not Applicable. The teacher and students, not implemented.	
The teacher asked one of the students to do commands as	A student performs the command as a sample					√	√	Not Applicable. The teacher and students,	

an example in front of the class. (SCASP)								not implemented.	
The roles of the teacher and students are reserved. One student gives commands to the teacher and to other students. (SCTSP)	A student gives a command and the teacher and the other students performs that command.					√	√	Not Applicable. The teacher and students, not implemented.	
<b>9. STAGES IN TPR PROCEDURE</b>									
<b>PREPARATION</b>									
The teacher writes done the class activity at lesson plan	Students prepare themselves (by sitting neatly waiting for the teacher's instruction.	√	√					The teacher prepared the lesson plan was structured and aligned with instructional goals, and the students waiting for the teacher instruction.	O_T2/Pr – 1
The teacher selects the vocabularies to be taught.	Students listen and notice to the teacher's instruction.	√	√					The teacher was vocabulary chosen based on relevance the video, and students listen and notice to the teacher instruction.	O_T2/Pr – 2

								The vocabulary that was taught about “Introduction to Time”	
The teacher determines the media/digital tools and resources	Students notice the TPR video – based given by the teacher.	√	√					The teacher used digital tools (video), and the students notice the TPR video – based given by the teacher.	O_T2/Pr – 3
The teacher has a Planning interactive activities	Students did the activities given by the teacher interactively.	√	√					The teacher activities were switch on the video then display and introduce of time. Then students were asked to pronounce it then point the video that paused by the teacher.	O_T2/Pr – 4
The teacher prepares the assessment after teaching vocabulary through TPR video – based instruction		√						The teacher gave the oral assessment by asking the students to pronounce the words then did the role play as the Introduction of Time.	O_T2/Pr – 5
<b>TEACHER MODELING</b>									

Teacher demonstrations of vocabulary through physical actions and video – based tools.	Student demonstrate of vocabulary through physical actions.						√	Not Applicable. The teacher didn't did the modelling because the vocabulary that were taught was about Introduction of Time so he just pointing the Object.	
Teacher clarity of gesture-action association.	Students do the accuracy of gesture-action association.						√	Not Applicable. The teacher didn't did the modelling	
Teacher use verbal cues in the demonstration	Students listen to the teacher's verbal cues to support the gesture.		√					The teacher used verbal prompts to support the video that he displayed by pointing part of Introduction of Time.	O_T2/TM
<b>STUDENT MODELING</b>									
The teacher instructs the students to demonstrate of vocabulary through physical actions.	Student demonstrate of vocabulary through physical actions.	√	√					The teacher instructed the students to point the Introduction of Time through video that he displayed	O_T2/SM – 1
The teacher examines the accuracy of	Students do the accuracy of gesture-action association.	√	√					Feedback was provided to correct and	O_T2/SM – 2

students' gesture-action association. Peer imitation of demonstrated vocabulary								reinforce the Object of Introduction of Time chosen by students. Using oral correction.	
3Peer imitation of demonstrated vocabulary	Students have Peer imitation of demonstrated vocabulary.		√					Students were asked by the teacher to have a peer in order to demonstrate the path of Time.	O_T2/SM – 3
<b>STUDENT PARTICIPATION</b>									
The teacher notice Frequency of student engagement in physical activities.	Students do the TPR based on the frequency of engagement in physical activities given by the teacher	√	√					The students really enjoy and almost all students engage in physical activities and follow the instruction	O_T2/SP – 1
The teacher examines students' level of active participation in demonstrating or responding to vocabulary.	Students have an active participation in demonstrating or responding to vocabulary.	√	√					The teacher check students' level of active participation by noticing one by one students' movement while and Students have an active participation in demonstratin	O_T2/SP – 2

								g or responding to vocabulary.	
The teacher asked students to demonstrate in a Group dynamics in vocabulary practice.	Students do the group dynamics in vocabulary practice.	√	√					Students were asked by the teacher to have a peer in order to demonstrate the path of Time.	O_T2/SP – 3
<b>INTEGRATION OF WRITING</b>									
The teacher uses of writing tasks to reinforce vocabulary (writing the vocabulary after physical action).	The students write down the vocabulary which have already learnt through digital TPR.	√	√					The teacher asked students to write down the family member on their book.	O_T2/IW – 1
The teacher distributed the writing assessment to the students	The students do the written assessment given by the teacher.	√	√					Students are required to complete a written assessment provided by their teacher.	O_T2/IW – 2
<b>REPETITION AND PRACTICE</b>									
Teacher has appropriate frequency of vocabulary practice (both physical and video-based instruction repetition).	Students have the repeated practice of TPR video – based.	√	√					The teacher consistently incorporates both pointing and video-based vocabulary practice, while students are consistently engaged in	O_T2/Pr – 1

								digital TPR practice.	
The teacher reinforcement through repeated actions.	Students response to the teacher's reinforcement.	√	√					The teacher uses repeated actions to reinforce learning, and students respond positively to this reinforcement.	O_T2/Pr – 2
The teacher uses of spaced repetition techniques, practice in varied contexts (video-based, physical, group, individual).	Students follow the repetition technique given by the teacher.	√	√					The teacher employs spaced repetition techniques for various contexts, including video-based, and individual learning, and students consistently follow the instructions.	O_T2/Pr – 3

**TEACHER 2 OBSERVATION SHEET 2 (DAY 2)**  
**Adapted By Fortune, T (2014)**

Teacher : 2  
 Observer : Reseacher  
 School : SMP Al - Wahdah  
 Lesson/Topic : Numbering (11-20)  
 Grade level : 7 Grade (B)  
 Start : 08:15 – 8:55  
 Date : Thursday 18<sup>th</sup> of September 2025

Teachers' Activities	Students' Activities	Observed		Not observed		Not applicable		Comments	Code
		T1	S	T1	S	T1	S		
<b>10. TPR-B, TPR-O and TPR-P</b>									
TPR with the body, which includes everything that can be done with general body movement.	Students follow the instruction by using body movement					√	√	Not Applicable. The teacher and students, not implemented.	
TPR with objects. This is best done sitting at a table that has some objects on it.	Students follow the instruction by using object.					√	√	Not Applicable. The teacher and students, not implemented.	

TPR with pictures, Picture-based activities, such as pointing at pictures	Students follow the instruction by pointing the picture	√	√					The teacher and students, implement the TPR – P	O_T2/TPR-P
<b>11. TPR Procedure by Asher (2012)</b>									
The teacher gives commands as she performs the action. (TCP)	The students notice the teacher's commands and performance.					√	√	Not Applicable. The teacher and students, not implemented.	
The teacher gives a command as both the teacher and the students perform the action. (TCTPS)	The students perform the command together with teacher	√	√					The teacher and students implement promoted collaborative engagement and comprehension.	O_T2/TCTPS
The teacher gives commands, but only the students perform the action. (TCSP)	The students perform the action.					√	√	Not Applicable. The teacher and students, not implemented.	
The teacher asked one of the students to do commands as an example in front of the class. (SCASP)	A student performs the command as a sample					√	√	Not Applicable. The teacher and students, not implemented.	

The roles of the teacher and students are reserved. One student gives commands to the teacher and to other students. (SCTSP)	A student gives a command and the teacher and the other students perform that command.					√	√	Not Applicable. The teacher and students, not implemented.	
<b>12. STAGES IN TPR PROCEDURE</b>									
<b>PREPARATION</b>									
The teacher writes down the class activity at lesson plan	Students prepare themselves (by sitting neatly waiting for the teacher's instruction.	√	√					The teacher prepared the lesson plan was structured and aligned with instructional goals, and the students waiting for the teacher instruction.	O_T2/Pr – 1
The teacher selects the vocabularies to be taught.	Students listen and notice to the teacher's instruction.	√	√					The teacher was vocabulary chosen based on relevance the video, and students listen and notice to the teacher instruction. The vocabulary that was taught about "Numbering"	O_T2/Pr – 2
The teacher determines the media/digital tools and resources	Students notice the TPR video – based given by the teacher.	√	√					The teacher used digital tools (video), and the students notice the TPR video – based given by the teacher.	O_T2/Pr – 3
The teacher has a Planning interactive activities	Students did the activities given by the teacher	√	√					The teacher activities were switch on the video then display and Numbering. Then students were asked to	O_T2/Pr – 4

	interactively.							pronounce it then point the video that paused by the teacher.	
The teacher prepares the assessment after teaching vocabulary through TPR video – based instruction		√						The teacher gave the oral assessment by asking the students to pronounce the words then did the role play as the Numbering.	O_T2/Pr – 5
<b>TEACHER MODELING</b>									
Teacher demonstrations of vocabulary through physical actions and video – based tools.						√		Not Applicable. The teacher didn't did the modelling because the vocabulary that were taught was about Introduction of Time so he just pointing the Picture.	
Teacher clarity of gesture-action association.						√		Not Applicable. The teacher didn't did the modelling.	
Teacher use verbal cues in the demonstration		√						The teacher used verbal prompts to support the video that he displayed by pointing part of Numbering.	O_T2/TM
<b>STUDENT MODELING</b>									
The teacher instructs the students to demonstrate of vocabulary through physical actions.	Student demonstrate of vocabulary through physical actions.	√	√					The teacher instructed the students to point the Numbering through video that he displayed	O_T2/SM – 1

The teacher examines the accuracy of students' gesture-action association. Peer imitation of demonstrated vocabulary	Students do the accuracy of gesture-action association.	√	√					Feedback was provided to correct and reinforce the Picture of Numbering chosen by students. Using oral correction.	O_T2/SM – 2
	Students have Peer imitation of demonstrated vocabulary.		√					Students were asked by the teacher to have a peer in order to demonstrate the path of Numbering.	O_T2/SM – 3
<b>STUDENT PARTICIPATION</b>									
The teacher notice Frequency of student engagement in physical activities.	Students do the TPR based on the frequency of engagement in physical activities given by the teacher	√	√					The students really enjoy and almost all students engage in physical activities and follow the instruction.	O_T2/SP – 1
The teacher examines students' level of active participation in demonstrating or responding to vocabulary.	Students have an active participation in demonstrating or responding to vocabulary.	√	√					The teacher check students' level of active participation by noticing one by one students' movement while and Students have an active participation in demonstrating or responding to vocabulary.	O_T2/SP – 2
The teacher asked students to	Students do the group dynamics	√	√					Students were asked by the teacher to have a peer in order to	O_T2/SP – 3

demonstrate in a Group dynamics in vocabulary practice.	in vocabulary practice.							demonstrate the path of Numbering.	
<b>INTEGRATION OF WRITING</b>									
The teacher uses of writing tasks to reinforce vocabulary (writing the vocabulary after physical action).	The students write down the vocabulary which have already learnt through digital TPR.	√	√					The teacher asked students to write down the Numbering on their book.	O_T2/IW – 1
	The students do the written assessment given by the teacher.		√					Students are required to complete a written assessment provided by their teacher.	O_T2/IW – 2
<b>REPETITION AND PRACTICE</b>									
Teacher has appropriate frequency of vocabulary practice (both physical and video-based instruction repetition).	Students have the repeated practice of TPR video – based.	√	√					The teacher consistently incorporates both pointing and video-based vocabulary practice, while students are consistently engaged in digital TPR practice.	O_T2/Pr – 1
The teacher reinforcement through repeated actions.	Students response to the teacher's reinforcement.	√	√					The teacher uses repeated actions to reinforce learning, and students respond positively to this reinforcement.	O_T2/Pr – 2
The teacher uses of spaced repetition techniques,	Students follow the repetition technique	√	√					The teacher employs spaced repetition techniques for various contexts, including	O_T2/Pr – 3

practice in varied contexts (video-based, physical, group, individual).	given by the teacher.							video-based, and individual learning, and students consistently follow the instructions.	
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## APPENDIX 5

### DOCUMENTATION

#### Documentation of Observation and Semi-Structured Interview





