



## Introducing the English Vocabulary and Its Pronunciation to Young Learners Through Community Service Training

Widhiya Ninsiana<sup>1</sup>, Rosidah<sup>2</sup>, Syareni Siregar<sup>3</sup>, Much Deiniatur<sup>4</sup>, Yeni Suprihatin<sup>5</sup>, Linda Septiyana<sup>6</sup>, Miftachul Huda<sup>7</sup>

<sup>1-6</sup> State Islamic Institute Metro (IAIN Metro), Indonesia

<sup>7</sup> Universiti Pendidikan Sultan Idris Malaysia, Malaysia



E-mail: [widhiya.ninsiana@metrouniv.ac.id](mailto:widhiya.ninsiana@metrouniv.ac.id)<sup>1</sup>

[miftachul@fsk.upsi.edu.my](mailto:miftachul@fsk.upsi.edu.my)<sup>7</sup>

Article Info	Abstract
Diterima 28 November 2023 Direvisi 21 Maret 2024 Diterbitkan 10 April 2024	<p><i>This community service was initiated by the English Teaching (Tadris) IAIN Metro lecturer and the student service team (KPM) conducted at TPA REKA. This community service's objective is to introduce English as a second language to children based on their age and needs. TPR method was used to cope with the students' improvement in learning English vocabulary. The results revealed that TPR method implementation for learning English by TPA children has enormous potential for helping students to master the language. The use of TPR method in teaching the early childhood learning benefits children as it helps them to immediately understand the target language or English, allows them to learn with meaningful words and phrases in their contexts, learning becomes more fun for children as they are directly involved in the created situations, stimulates them to learn, which enables their kinesthetics develop</i></p> <p><b>Keywords:</b> <i>vocabulary, pronunciation, TPA children, TPR method.</i></p>

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## **Introduction**

*Vocabulary development is an essential aspect of language learning. This must begin with young children since they are the foundation of studying both first and second languages. Vocabulary competency incorporates speaking, reading, listening, and writing. Students can develop greater understanding of how to use the English language by extending their vocabulary. Children should be taught vocabulary in a different way than adults and adolescents (Nelson, 2020). Because of their unique nature, children should be focused on differently. Children can comprehend the meaning of words even if they do not understand all of them. They are creative and like seeking and creating enjoyment in their work (Nuraeni, 2019).*

*Teachers must be familiar with teaching elements such as methods, approaches, procedures, and resources in order to adapt lessons to the needs of their students (Rapanta et al., 2020). This is significant for teachers help students in broadening their vocabulary. There are a few things you should consider before beginning to teach a foreign language to young children. The first is that they perform based on the meaning of words that they do not understand. The following feature is a restricted or short attention span. These young children have short attention spans. Teaching and learning activities must be able to completely capture their attention before they become bored. It also enables them to collaborate with and learn from others.*

*The foundation for teaching English to young children begins with elementary vocabulary, with a larger focus on precise pronunciation and writing of English words. Learning English at TPA involves using fascinating and entertaining learning approaches, such as games corresponded to the level of development and early childhood learning principles, namely learning through playing. Taman Pendidikan Al-Qur'an (TPA) is an institution or community group that provides non-formal Islamic religious education.*

*Providing or introducing English to young children at TPA has many benefits, including the ability of children to master foreign languages, providing them with advantages in terms of flexible intellectual, academic, language, and social skills, and preparing children to live in a society with social and cultural diversity. Several studies on brain function also claim that children can learn two languages simultaneously, their mother tongue (first language) and a second language, but this must be consistent and continuous. By extending to use learning methods that are based on the principles of early childhood learning, namely learning through playing with reference to DAP (Developmentally Appropriate Practice), which is learning must be continuously adapted to the children's level of development through meaningful, interesting, and fun learning.*

*The English learning process serves as an instrument to help young students improve their language skills. Through mastering the world, students will be able to communicate easily on an international level. So that when they need to communicate with outsiders, children can speak English properly and fluently. One of the obvious consequences is that an increasing number of people are attempting to learn/master English well because they see the numerous benefits of doing so, such as increased knowledge, easier communication with others, increased self-confidence with appropriate media support, and easier adaptation. in a new environment, making it easier to socialize, and there are many more benefits of learning English.*

*Foreign language teachers must be able to integrate these characteristics into their learning practices. The learning activities which will be implemented have to provide an insightful and appealing learning experience. Young students learn foreign languages by paying attention, listening, taking action, and emulating. There are several approaches of teaching English to children. James Asher, a psychology professor at San Jose State University in California, implemented the Total Physical Response (TPR) approach to teach students English as a foreign language (Asher, 1981). Asher (1981) studied developmental psychology, learning theory, humanistic pedagogy, and bilingual teaching methods. TPR is a language learning approach which allows for the natural integration of physical movement and play. This approach helps improve language as well as physical development and movement. Considering the TPR method incorporates movement, Sühendan (2013) suggests several advantages when integrating TPR into English teaching and learning activities. First, because students are*

actively participating, this learning style makes them happiness. Second, using this learning method can help students in retaining vocabulary and expressions. In addition, this TPR approach is applicable in both small and major classes. The fourth benefit is that this model is appropriate for both young and older students.

Many of the previously conducted studies relevant to this topic have been conducted. TPR method plays important roles in improving English vocabulary acquisition of 5-6 years old children, elementary school children (Kara & Eveyik-Aydın, 2019; Mariyam & Musfiroh, 2019; Sariyati, 2013), Hidayati (2020) integrating TPR method and YouTube Videos to teach Vocabulary to 28 class teachers and has proven that the training increases teachers' understanding about TPR in teaching English vocabulary. This study was based on a community service carried out by the English Teaching (Tadris) lecturer and the student service team (KPM). This training program was conducted on young children in Penengahan Village, Way Khilau District, Pesawaran Regency. This community service's objective is to introduce English as a second language to children based on their age and needs.

### **Review Of Related Literature**

#### **TPR (Total Physical Respon)**

TPR is beneficial for use in early childhood language development as it corresponds to children's learning style or type. Children require getting around because they have a lot of energy and a short attention span (Duan, 2021). Children frequently engage with their surroundings and are drawn to visual and real objects. The prominent items in children's understanding, as described by Scott and Ytreberg, are things related to children's hands, eyes, hearing, and other physical worlds. TPR activities involving games work well for children with kinesthetic learning styles. They learn best when they are doing something physically or connecting with their memory through movement. Apart from the kinesthetic learner, the TPR method is also related to children who have a visual learning type and take images or pictures by looking at motions linked to the command phrases delivered. When the TPR approach is implemented by songs or singing, children with auditory learning styles will benefit from the lyrics and rhythm of the song, which are related with movements that the children will remember (Xie, 2021).

According to Isbell (2010), teachers must plan non-paper and pencil activities for children under the age of seven who are not yet able to write or read. Activities tend to be applied to spoken words, although images can also be used. The children can point to a word that the teacher speaks. When the teacher recounts a story, the students are able to replicate the motions, which should be entertaining and interesting. TPR does not cause stress in children and they will be delighted as a result of linguistic activities in the classroom, which include songs, motions as well as tales and movements, and every effort will be made to ensure that children enjoy every stage of the process, where spoken expressions or pictures may be used as well (Larsen-Freeman, 2000; Rodríguez-Rosales, 2020). The TPR method, in addition to reducing children's stress may also produce a pleasant atmosphere in them, encouraging learning. This may ultimately improve children's motivation and performance in English learning.

The TPR method can also help students acquire language. Several researches have proven the efficacy of using this strategy to teach vocabulary. Total Physical Response can encourage students to participate more in class since it demands physical action to respond to teacher orders (Zulfa et al., 2023). Students' vocabulary growth and understanding improve when they actively participate in showing the terms stated by the teacher. Vocabulary knowledge is a significant component in the language learning process and cannot be overlooked in language acquisition research (Chiew & Hanim Ismail, 2021; Schmitt & Schmitt, 2020). Vocabulary is the easiest part of language to learn, thus it must be taught with particular focus. Communication difficulties typically arise with a lack of language competence. Such constraints impede language understanding as much as production. Lexical knowledge is considered to be the most significant aspect in language proficiency and academic achievement due to its intimate association with all other language skills, especially text comprehension.

### **Characteristics of Young Learners (Elementary School Children)**

According to Piaget (1976), primary school students (7-12 years old) are in the concrete operational stage of development. At this time, children's thinking is comprehensive and concrete. They are still unable to recognize discrete phenomena or acquire abstract concepts. Piaget went on to say that two factors impact the quality of primary school learning: the meaning of what is learnt and the kids' exposure to the subject matter. Piaget defined this learning concept as Developmentally Appropriate Practices (DAP), which are learning activities that must be tailored to the child's stage of development.

Harmer (2008) describes children's learning characteristics as being able to respond to the meaning of a word even when they don't comprehend it, and they frequently learn indirectly rather than directly. At this point, children's knowledge is based on what they see and hear rather than explanations, and it would be much preferable if they could touch and interact directly. They tend to like learning and are often interested in their surroundings. They have a short attention span and need immediate attention and acknowledgment from the teacher.

In relation to Harmer (2008)'s opinion on the various characteristics of children in learning above, learning design can be described as follows: teachers must frequently use the English vocabulary or expressions they want to teach while simultaneously practicing them without having to tell them the meaning directly. The aim is for students to become accustomed to listening in English and understanding the terms that must be used during conversation. Furthermore, teachers must employ a variety of learning resources, such as photos and realia, and they must actively include students in the learning process. One approach is to employ the TPR method, in which the teacher teaches entirely through physical movement. For instance, encouraging them to move or practice the vocabulary or sentences they intend to teach, using the teacher as a model. The material taught must be appropriate for their surroundings and everyday lives. Teachers must frequently praise their students in order to express appreciation for their efforts. Teachers must avoid spending too long to clarify the content, as students will become bored and lose interest after 10 minutes. It is best to engage children in meaningful direct activities and use media as a source of learning material.

### **Methods Of Implementation**

The service learning (SL) underlying this community service. This approach is a service for solving problems within society. Service Learning, often referred to as service learning, attempts to integrate service with learning. In this case, students will directly contribute to the surrounding community and use their expertise in the surrounding community (Billig & Waterman, 2014).

This Community Service activity took place on August 6, 2023, at TPA REKA (Rumah Edukasi dan Kreativitas Indonesia), Penengahan Village, Way Khilau District, Pesawaran Regency. Before beginning this Community Service project, students must first obtain permission from the owner of the TPA where the activity is taking place. Previously, students were aware of the issues and needs of TPA REKA students in terms of English study. Teachers can provide more inventive learning opportunities and increase children's enthusiasm in learning. Appropriate means of providing material need to be based on the issues of the golden age of children aged 7 to 12 years. The Total Physical Response (TPR) was used (Asher, 1981). Before presenting learning material, the research team and the teacher directed the students in a warm-up exercise to get them excited about studying. The research team then provided vocabulary and pronunciation material. Following the presentation, a brief repetition of the two materials presented is carried out to further strengthen students' memory of the material, and the final stage is testing, involving asking several questions randomly and quickly based on the material to determine what material the students have mastered well on the material that has been given.

### **Preparation Stage**

*At this stage, we developed an activity plan attempting to prepare all of the steps required before and after implementation. In addition, we worked with the TPA manager and received permission for all of the tasks we carried out.*

### **Implementation Stage**

*Several activities were carried out during the implementation stage, including warm-up, delivering the material repetition, and questioning. The first activity before beginning to learn, presenting material, begins with all students finishing a warm-up such as singing or playing games to stimulate students' interest before beginning to study. The second activity includes ready-to-use content. Vocabulary material use visualized medium such as flash cards, and pronunciation is presented on a whiteboard with a loud voice to ensure that it is clearly understood. The third stage, to reinforce students' memories of the material provided, is to briefly repeat all of what was presented by showing pictures randomly, then repeating them together. At the last stage, all students who have been given the material take turns asking questions and then proceed with the stage of giving questions that will be answered swiftly and accurately by students and then given a gift as a reward.*

### **Results**

#### **Problem identification**

*The reality in the field proves that TPA REKA teachers (Rumah Edukasi dan Kreativitas Indonesia), Penengahan Village, Way Khilau District, Pesawaran has taken the initiative to provide English language learning and the teacher who teaches English to these children is their own class teacher who is not have an English educational background or a TPA REKA background (which also provides information about English language learning for early childhood). This was explained by the management of TPA REKA, which has very limited human resources in terms of teachers; rarely anyone is willing to teach at this institution except for the honorarium, which is not yet appropriate, due to the location's distance from the city center and the local community's lack of awareness in this educational field.*

*The results in English language learning at TPA REKA were not found optimal. This is because the teacher previously used LKA (Lembar Kerja Anak - Children's Worksheets) or with simple flashcards and imitation objects using conventional/lecture or makeshift methods to introduce English vocabulary. Children only sit for a short period of time when participating in LKA. This indicates that children are not asked to participate in activities related to the children's physical motor skills that are tailored to the children's development and growth phase. In other words, children are not exposed to a variety of activities, educational media/props, or real-world items when learning English, causing them to become bored with the monotonous learning techniques and media. Thus, there are no variations in learning methods or strategies that make children enthusiastic, motivated, and interested in learning English.*

*English vocabulary is difficult for children to understand or memorize using techniques used by teachers since it is separated from the context of the situation and has little importance for children. In other words, children are simply motivated to learn English vocabulary and are rarely encouraged to use it in terms of simple conversational expressions, consequently the vocabulary is soon enough lost if not reviewed. Meanwhile, teachers were found to infrequently employ English language that students had been taught and learned in the form of short sentences in learning situations. Consequently, the advantages of learning English cannot be fully optimized. To determine whether there are constraints or challenges in learning using TPR, the researcher conducted interviews with teachers and students after and before they taught the students. Observations are done to determine if children can receive information efficiently.*

#### **Challenges and Solutions for the Pre-Implementation Activity**

*Apart from obstacles relating to teacher creativity, pronunciation difficulties are also believed essential for rapid resolution. Given the situation in the field, where there are no English teachers with an English educational background, the implementers believe it is also*

critical to provide them with additional training for the pronunciation of a number of English vocabulary terms. For a limited time, the implementer encourages participants to listen to and replicate the pronunciation of vocabulary from popular online dictionaries, as well as view videos about teaching vocabulary that teachers may easily access. Basically, the effectiveness of the teaching and learning process is entirely dependent on the participants' desire and interest. Motivation and interest, or the drive to improve, will be valuable assets for success. At the very least, implementers have observed a high level of interest and motivation among instructors and training participants. Teachers have different options for teaching English to young learners than keeping to the conventional technique that is still widely used. The organizers really hope that this pleasant experience will be passed on to pupils in the classroom, resulting in a conducive and pleasurable learning environment in which English is no longer seen as a boring or even scary subject.

### **Activity Implementation**

Results of the English language learning training using the TPR (Total Physical Response) method for early childhood at TPA REKA teachers (Rumah Edukasi dan Kreativitas Indonesia), Penengahan Village, Way Khilau District has had a positive impact and has increased. Based on the results of observations and interviews, teachers understand the topic, can develop plans, use media, and carry out English language teaching for early childhood. The participating English students had never taught English for early childhood previously became enthusiastic about practicing English learning in each lesson in class.

The activity of implementing Student Community Service was carried out directly, using the steps that follow for students at TPA REKA to learn English through picture media. Firstly, the service team developed the required content, such as visuals tailored to the learning topic. Before beginning educational activities, a warm-up is performed to create an atmosphere of friendliness, enthusiasm, and cheerfulness. Following that, the community service team gave topic-related materials covering the pronunciation and an explanation of each picture in the presentation by offering instances of proper pronunciation, which was followed by TPA REKA children.

After a few activities, the team started to ask students about the material that had been given in an engaging and creative ways. The final stage is an evaluation to determine the level of understanding obtained once the learning has been accomplished. In the process of learning English, students must be continually motivated by repetition and questions to recall or assess the amount to which the material that has been given has been mastered. This also helps students to think creatively and critically about the things they are learning. Fruit vocabulary is presented to children at TPA REKA as part of their development of English language skills using visual materials.

Students believe that after implementing English learning activities at TPA REKA using visual media as appropriate methods such as TPR and other games, students are easily engaged, enthusiastic, and learning the language in an enjoyable way. TPA students were asked to repeat English vocabulary and to respond questions about the meaning of the terminology that has been taught. What is encouraging is that TPA students are able to correctly translate words from Indonesian to English and vice versa.

The results of community service activities reveal that children were enthusiastic about the English learning program. The children had issues pronouncing English words at the beginning of the English tutoring session. Even though there were still participants who reported the words incorrect, but some children began to pronounce them correctly after some time in the lesson. Some challenges are eliminated as learning media with pictures boosts TPA REKA children's drive and enthusiasm. TPA REKA students show remarkable skill in recalling the words reviewed. Thus, the overall success of the activity includes several components, including the achievement of the target in terms of the number of participants, the achievement of the objectives of implementing the activity, the achievement of the material targets that have been planned, and the students' ability to understand the material that has been given.

## **Discussion**

*Good learning involves effective communication between educators or teachers and students. Learning is a component of the educational process. Learning is the process of obtaining information through all current forms and methods that have been established. Having observed the students' needs, all teachers have an important role in preparing appropriate learning for young students. There is a need for appropriate methods and media when learning occurs, as well as for enhancing all children's unique skills that will or wish to develop. Learning will be more effective and efficient when there is a mature and well-thought-out method established from beginning to ensure that all of the goals set forth are met (Shah et al., 2022; Venzhynovych et al., 2021).*

*Having known children succeed in language acquisition at TPA REKA is inextricably linked to teachers' roles in performing the TPR method. Teachers have served as leaders and facilitators in the educational environment, providing content to their students. The teacher decides what will be studied and who will play out the lesson materials. Students in this TPR method serve primarily as listeners and performers. Students attentively listen and then physically respond to the orders provided by the teacher, both in groups and individually (Duan, 2021; Lalaleo Pazmiño, 2023).*

*The teacher must first be aware of the children's learning competencies. This is important since children's characteristics vary, therefore teachers must employ a variety of learning approaches (Helm et al., 2023). Students responded that by implementing English learning activities at TPA REKA using visual media as appropriate methods, such as TPR and other games, students feel readily engaged, excited, and learning the language in an entertaining way. Hal ini sesuai pendapat According to Freeman (2000, p. 116), the TPR approach used by teachers attempts to establish a pleasant environment in which students may enjoy studying and improve their communication skills in a foreign language. This is because this strategy was designed to relieve student stress and make the teaching environment more pleasurable. Using this strategy, students will study and practice the language at the same time, which leads to "learning by doing. Thus, students will readily comprehend the English given by the teacher.*

*The use of image media with easily identifiable surrounding objects helps students to retain what they see since children cannot learn through material alone; the memory of the material remains in their brains, thus they frequently forget the information taught. Children are not yet capable of abstract thinking, thus images might help to clarify a situation. Learning may be made more successful for students and satisfying. This approach can encourage students to take the initiative and recall each English vocabulary using visual media-based activities. This is in line with Nuraeni's study (2019), which revealed that the TPR approach can be used to children who loved and were highly interested in learning English. It was also found that TPA REKA students could properly translate terms from Indonesian to English and vice versa when asked to repeat English vocabulary and respond to language-related questions. In this study, students at TPA REKA received instruction on fruit vocabulary as part of their English language skills through the use of visual materials. Similarly, Hayati and Sholah's study (2023) on the use of descriptive pictures to boost students' enthusiasm for learning and vocabulary mastery, suggest that the use of descriptive pictures rose with each cycle, confirms the present study's finding. Media is fundamentally a part of the learning system that as a component, and it should be an integrated portion that is in line with the entire process of learning (Simonson et al., 2019). The primary objective of media selection is to use it in learning activities, allowing students to interact with the chosen media (Shields & Peruta, 2019).*

*The results of teacher and student interviews revealed that children did not feel compelled to study English. Students, in particular, enjoy having the opportunity to wander around. However, the use of TPR does not eliminate the significance of combining other learning methods, since it has been found that pronunciation and spelling problems might arise when teachers are unfamiliar with speaking spoken English. This will lead children to replicate incorrect pronunciations, which will not be corrected. Given the favorable results of employing the TPR approach to teach vocabulary to TPA REKA students, it is recommended for use in*

teaching English to primary school students. However, there are numerous aspects that need to be addressed while employing this strategy in order to make it more effective. First, the vocabulary taught in this way should not be excessively broad, since students may struggle and become bored if too much language is given. Second, this method can only teach language that is not abstract and can be proven, consequently it does not have to be the exclusive means of learning. Finally, the use of this strategy must be properly organized so that students not only acquire the meaning of the vocabulary but also be able to use the vocabulary in sentences or conversations. In addition, it is also advised to any teachers who will use the TPR method to do peer correction on pronunciation and spelling aspects before introducing the materials to their students (Xie, 2021).

### **Recommendations And Conclusions**

*This community service has been completed by students and supervisors of the English Education (Tadris) Study Program, Fakultas Tarbiyah dan Ilmu Keguruan (FTIK), Through children's pictorial media, IAIN METRO was introduced to TPA REKA Penengahan village, Way Khilau, Pesawaran regency. The program seeks to help students develop their English skills, especially their self-confidence and ability to use English correctly when using pictures and illustrations. The Total Physical Response (TPR) method for learning English has enormous potential for helping pupils to master the language. The use of TPR in early childhood learning benefits children as it helps them to immediately understand English lessons, allows children to learn with meaning in a real context, learning becomes more fun for children as they are directly involved in learning, stimulates children to learn, and children's kinesthetics develop. The results of the present study can be used as an alternating reference for future studies with different participants and settings. The researchers then suggested that future researchers conduct study by describing picture with certain alterations in terms of description or other skills such as listening, speaking, and writing. The author hopes that the next writer will be more active and innovative in adopting this approach during the teaching and learning process.*

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