

GTM VS TPR: UNVEILING VOCABULARY TEACHING METHODS ON THE 'JAGO BAHASA' YOUTUBE CHANNEL

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Abstract: This study aims to examine the implementation of the Grammar Translation Method (GTM) and the Total Physical Response (TPR) method by English tutors on the JAGO BAHASA YouTube channel and evaluate their effectiveness in teaching English vocabulary. The research uses a descriptive qualitative approach with a case study design to deeply understand the specific context and practices in an educational setting. The analysis focuses on 15 short videos (20-60 seconds each) from up to 12 tutors, starting from January to early March 2024. The results show that the use of GTM and TPR on the YouTube channel has both positive and negative impacts on English vocabulary learning. Overall, the analysis demonstrates that the tutors combine both methods, providing a comprehensive learning experience that caters to various learning styles and enhances the effectiveness of vocabulary instruction. Furthermore, the findings demonstrate that the Grammar-Translation Method and the TPR method are effective in enhancing vocabulary learning, resulting in a well-rounded and engaging language learning experience.

Keywords: gtm; tpr; English language teaching; vocabulary teaching method; jago bahasa youtube channel.

INTRODUCTION

Vocabulary acquisition is fundamental to learning any foreign language, serving as the cornerstone of effective communication (Woodeson et al., 2023). Vocabulary encompasses the collection of words and their meanings, enabling individuals to articulate thoughts, respond to others, and engage in verbal and written exchanges (Salawazo et al., 2020). Moreover, learning vocabulary will make pupils better able to master other skills such as reading, listening, speaking, and writing effectively (Ella et al., 2021). Without struggle to express ideas and communicate without sufficient vocabulary, vocabulary acquisition is crucial in language learning (Yati et al., 2023).

In non-English-speaking countries, English education is essential in higher education, requiring proficiency in reading, writing, listening, and speaking. Vocabulary knowledge is crucial, and effective methods like the Grammar Translation Method (GTM) and Total Physical Response (TPR) enhance vocabulary learning. Utilizing these methods can significantly enhance students' vocabulary acquisition, especially when combined with a strategic approach to independent learning and awareness of vocabulary learning strategies (Feng, 2023).

Technological advancements have transformed the educational landscape, making learning more accessible and engaging. Online platforms now play a critical role in language education, connecting learners with native speakers and expert instructors worldwide (Zalzabilah, 2022). The COVID-19 pandemic accelerated the integration of online learning into traditional educational systems, despite initial challenges (Sofi-Karim et al., 2023). Platforms like YouTube

have become invaluable resources for language learners, breaking down geographical barriers and expanding learning opportunities.

The "JAGO BAHASA" YouTube channel, established in 2019 by Frandy Taqwa Subachtiar, provides comprehensive English courses with an engaging approach. The channel has attracted over 280K subscribers and features 1.3K videos. It is based in Kampung Inggris Pare, Indonesia. The previous research has presented conflicting perspectives, with some studies lauding the effectiveness of YouTube's teaching methods in enhancing vocabulary acquisition (Kiranti et al., 2022). YouTube can significantly enhance the students' learning experience and improve their performance (Ella et al., 2021).

Previous research has explored various methodologies for teaching English vocabulary, highlighting the effectiveness of GTM and TPR. For instance, a study on the impact of Jago Bahasa's Instagram videos on students' vocabulary acquisition found significant improvement in students taught with these videos compared to those who were not (Hanum, 2023). Another study demonstrated that using TPR in classroom settings significantly improved vocabulary mastery among fourth-grade students. Additionally, research on the Kampung Inggris LC TikTok channel revealed that GTM and TPR were commonly used methods that received positive viewer feedback (Pramesti, 2023). Studies have also shown that YouTube is an effective platform for teaching vocabulary, especially for young learners (Hakim, 2019).

Despite these insights, there remains a significant gap in analyzing the specific methods used by English tutors on the JAGO BAHASA YouTube channel. While previous studies have examined the effectiveness of these methods in various contexts, none have focused exclusively on the application of GTM and TPR on this particular platform. This research addresses this gap by exploring how these methods are utilized by English tutors on the JAGO BAHASA YouTube channel and evaluating their effectiveness in teaching vocabulary.

Therefore, this research aims to examine the implementation of the Grammar Translation Method (GTM) and Total Physical Response (TPR) method by English tutors on the JAGO BAHASA YouTube channel. By analyzing these methods, the study seeks to provide insights into their application and effectiveness in teaching English vocabulary, thus contributing to a deeper understanding of online language teaching strategies. The objectives of this research are to describe how GTM and TPR are utilized on the channel, including both their positive and negative aspects. Through this examination, the research intends to shed light on the effectiveness of these methods in the digital realm, offering valuable insights for language educators and learners alike.

The Grammar Translation Method (GTM) and the Total Physical Response (TPR) method diverge in their approaches to vocabulary learning. GTM relies heavily on translation between languages, emphasizing comprehension through native language understanding (Lestary, 2019). It focuses on explaining grammar rules and vocabulary meanings through translation, often employing activities such as reading, analysis, and recitation (Syarifudin, 2021). In contrast, TPR emphasizes physical interaction and immersion in the language, utilizing movements and actions to reinforce vocabulary acquisition (Celik et al., 2021). TPR creates an immersive learning environment where students respond to commands with physical actions, engaging both their speech and motor skills (Bahtiar, 2017). While GTM prioritizes linguistic understanding and translation (Wu et al., 2023), TPR emphasizes experiential learning and active participation, making vocabulary acquisition a dynamic and interactive process.

This research benefits English teachers, learners, content creators, and future researchers by providing insights into the effectiveness of GTM and TPR on social media. It aims to improve teaching strategies and expand knowledge of online vocabulary teaching methods.

METHOD

This study uses a descriptive qualitative approach with a case study design to deeply understand the specific context and practices in an educational setting. Qualitative research aims to explain phenomena thoroughly by collecting detailed data, emphasizing depth and detail. These methods focus on data collection, access negotiation, and fieldwork relationships (Bloor & Wood, 2006). Known as interpretative methods, qualitative research prioritizes the interpretation of collected data. This approach offers an in-depth examination and understanding of teaching strategies, approaches, and tools in online language education.

The study focused on English tutors from the JAGO BAHASA YouTube Channel, using purposive sampling to select experienced tutors with diverse teaching methods. The analysis examined the 15 most recent short videos (20-60 seconds each) from up to 12 tutors, starting from January 2024. These videos, chosen for their vocabulary teaching content, were analyzed for both positive and negative aspects of the teaching methods. The videos on the JAGO BAHASA YouTube Channel were the primary subjects of this study.

In qualitative research, researchers play a crucial role as the primary tools (Sugiyono, 2013). In this study, the researcher served as the central instrument in analyzing English vocabulary teaching methods on the JAGO BAHASA YouTube Channel. Various tools like a smartphone, laptop, and digital dictionaries were used to support the research. An observation checklist, validated by an experienced lecturer, was used to evaluate the methods. Methods with 1-4 checkmarks were rejected, while those with more than 4 were accepted. This checklist helped systematically observe and record the teaching methods.

The researcher serves as the primary instrument for data collection, ensuring the validity and reliability of the study. Two main techniques are used: observation and documentation. Non-participant observations are conducted to analyze how English tutors on the JAGO BAHASA YouTube Channel teach vocabulary. This method allows for an objective analysis, without influencing the environment (Busetto et al., 2020). The research specifically observes the use of teaching methods such as the Grammar Translation Method and Total Physical Response on the channel. Documentation is also employed, including various supporting documents such as observation instruments, notes, checklists, transcripts of the videos, and descriptions of tutor activities. A structured documentation process is followed to capture essential details, including video information and the teaching methods used.

The data collection process involves several steps. First, the videos are watched repeatedly, at least five times. The researcher identifies the vocabulary teaching methods used by the tutors. The data is then grouped and classified according to the teaching methods, such as GTM and TPR. The positive and negative aspects of each method are carefully analyzed. Finally, conclusions are drawn based on the findings.

The data analysis follows the approach outlined by Huberman & Miles (1986), involving three main steps. Initially, the researcher selects the data, focusing on analyzing how tutors teach English vocabulary on the JAGO BAHASA YouTube channel, particularly employing the GTM and TPR methods. Only data related to teaching methods, the conveyed information, and the overall approach in the first 20 to 60 seconds of the 15 most recent short videos are considered.

The study does not explore other linguistic aspects, but instead, solely concentrates on evaluating the effectiveness of teaching methods.

The data is then displayed using descriptive text, where the researcher explains the teaching methods employed by English tutors. The analysis focuses on specific parts of each video, typically within the 20 to 60-second mark. Each video is evaluated for methods like Total Physical Response (TPR) or Grammar Translation Method (GTM), using a checklist validated by an experienced lecturer. The positive and negative aspects of each method are thoroughly evaluated, and detailed field notes are taken. The descriptions are clear and precise, offering insights into how tutors taught vocabulary in these short videos.

Table 1. Teaching Methods Indicators

No	Indicators	
	Grammar-Translation Method (GTM)	Total Physical Response (TPR) Method
1	Focused on mastering grammar structures	Focused on understanding and using vocabulary
2	Through reading, translating, and writing exercises	Through physical and verbal actions, mastering words in real-life situations
3	The teacher explains and translates texts.	The teacher provides verbal instructions
4	The student responds by understanding and practicing translation	The student responds with physical movements
5	Interactions are typically more formal	Interaction is more direct and active
6	Translating sentences between languages	Translating words into physical movements
7	Using dictionaries to explore words	Using pictures or toys to learn words
8	Analyzing vocabulary through written exercises and translations	Analyzing vocabulary through physical demonstrations
9	Playing games that involve vocabulary translations or grammar rules	Playing games that involve using words and physical actions
10	Prompting the use of words in sentences for practical application	Prompting physical responses or movements as part of learning
11	Exploring synonyms and antonyms to extend the vocabulary	Exploring vocabulary through physical actions or gestures
12	Written Assessments	Oral Proficiency Assessment
13	Grammar Evaluation	Observation and Participation
14	Translation Exercises	Practical Application Projects

In the conclusion drawing and verification stage, the researcher categorized vocabulary teaching methods into themes based on whether the tutors used TPR, GTM, or a combination of both. Methods that received 1 to 4 checkmarks were rejected, while those with more than 4 were accepted. These conclusions were aligned with the research objectives and provided insights into the effectiveness of different methods. By using a thematic approach, the research aimed to enhance clarity and understanding of how the teaching methods contributed to vocabulary learning on the JAGO BAHASA YouTube Channel.

FINDING AND DISCUSSION

Findings on the use of Grammar Translation Method (GTM)

This chapter presents the findings on the use of the Grammar Translation Method (GTM) by English tutors on the JAGO BAHASA YouTube Channel for teaching English vocabulary. Data was collected through observation and documentation, focusing on videos from January to early March 2024. GTM was identified as the predominant method, involved a focus on translating between languages, primarily from English to Bahasa Indonesia. This method emphasized grammar rules and vocabulary through direct translation and memorization techniques.

In the video 1 "*Jangan ngomong very mulu,*" the tutor provides advanced English synonyms for common Indonesian phrases with the help of a cameraman, scoring 9 points on the GTM checklist. For instance, the phrase "*Sangat jelas, very clear!*" is translated to "Obvious." This clear use of GTM demonstrates the method of translating and providing synonyms to enhance vocabulary learning. Similarly, in video 2 "*Ketika digabung beda arti?*" the tutor breaks down compound words into their components and explains their meanings, such as "*SORT jenis, OUT keluar, SORT OUT menyelesaikan,*" scoring 8 points. This approach effectively utilizes GTM through the breakdown and translation of phrases.

The video 3 "*Ditambahin Y doang bedanya jauh banget*" shows the tutor explaining how adding the suffix "-y" changes word meanings, like "*SALT garam*" to "*SALTY geram,*" earning 8 points on the GTM checklist. This method demonstrates GTM by showing word transformations through suffixes. In video 4 "*Kata bahasa inggris digabung dikit tapi ngaruh,*" the tutor combines English terms with "ABOUT" to explain different meanings, such as "*FALL jatuh, ABOUT tentang, FALL ABOUT tertawa terbahak-bahak,*" also scoring 8 points. This video uses GTM to teach phrase variations through word combinations.

In video 5 "*Kosakata bahasa inggris banyak dan sedikit,*" the tutor explains irregular plural forms of English nouns, like "*Gurita OCTOPUS, banyak gurita OCTOPI/OCTOPUSES,*" scoring 8 points. This application of GTM highlights irregular plurals to help learners understand exceptions in pluralization rules. Finally, in video 6 "*Perbedaan kosakata Lose & Lost,*" the tutor clarifies the difference between "LOSE" (verb) and "LOST" (adjective) using sentences like "*Aku kehilangan kucingku / I LOSE my cat*" versus "*Kucingku hilang / My cat is LOST,*" scoring 11 points. This method uses GTM to differentiate similar words through examples and translations.

Overall, the analysis revealed that English tutors on JAGO BAHASA YouTube Channel predominantly use the Grammar Translation Method (GTM) for teaching English vocabulary. Each video analyzed demonstrated clear applications of GTM, such as providing translations, breaking down compound words, and explaining grammatical differences. This method effectively enhances vocabulary understanding by associating English words with their Indonesian equivalents and by clarifying word usage through examples.

Findings on the use of Total Physical Response (TPR) Method

This chapter presents findings focusing on the Total Physical Response (TPR) method used by English tutors on the JAGO BAHASA YouTube Channel for teaching English vocabulary. Data collection through observation and documentation revealed that TPR is the predominant method, with limited variation in other teaching methods. TPR creates an engaging and interactive learning environment by combining language instruction with physical movement, aiding learners in internalizing and retaining new vocabulary.

In the video 7 "*MAIN KATA DALAM KATA,*" the tutors play a game where they respond to words given by a cameraman by identifying vocabulary within those words, scoring 7 points on the TPR checklist. For example, using "butterfly," tutors mention "butt," "butter," and "fly." This interactive approach encourages active engagement and critical thinking. In video 8 "*Sambung kata bahasa inggris berujung ricuh!,*" tutors respond with words starting with the last letter of the previous word, also scoring 7 points on the TPR checklist. For instance, when the cameraman says "Donkey," tutors respond with "Yellow," "Water," and so on. This game fosters quick thinking and vocabulary recall.

While in the video 9 "*Ibarat kata mencari jarum dalam jemari*" involves a similar game where tutors identify words within a given word, such as "grass" from "grasshopper," scoring 7 points on the TPR checklist. This method promotes collaborative exploration and deepens understanding of word structure and meaning. Finally, in the video 10 "*Tantangan sambung kata bahasa Inggris,*" tutors again play a game responding with words starting with the last letter of the previous word, like "Well" leading to "Land," and "Dry," scoring 7 points on the TPR checklist. This activity enhances vocabulary acquisition through interactive participation and word association.

Overall, the findings demonstrate that English tutors on the JAGO BAHASA YouTube Channel effectively employ the Total Physical Response (TPR) method, creating a dynamic and engaging learning experience that aids in vocabulary retention and understanding.

Findings on the use of Mix Method between GTM and TPR Method

This chapter explores the integration of the Grammar-Translation Method (GTM) and the Total Physical Response (TPR) method by English tutors on the JAGO BAHASA YouTube Channel for teaching vocabulary. The analysis revealed that the tutors combine both methods, providing a comprehensive learning experience that caters to various learning styles and enhances the effectiveness of vocabulary instruction.

The Grammar-Translation Method (GTM) emphasizes grammar and translation between the target and native languages, involving memorization and translation of vocabulary lists. In contrast, TPR creates an interactive learning environment through physical movement and clear instructions in the target language. An analysis of these methods in the JAGO BAHASA videos is detailed below:

In Video 11, "*Bisa bahasa Inggris auto cuan banyak,*" the video scored five points for GTM and six points for TPR. The tutors engage in a guessing game with fruit pictures, where the cameraman displays images and the tutors guess the names of the fruits. This method enhances vocabulary learning through interactive participation and immediate correction, combining memorization and physical engagement. In Video 12, "*Bukannya paperclip?*" the video scored nine points for GTM and ten points for TPR. The tutors act out a scenario where Tutor A searches for an office supply with the help of Tutor B. They use gestures and a mix of English and Indonesian, demonstrating vocabulary related to office supplies and their functions. This practical exercise illustrates effective vocabulary teaching through physical response and contextual learning.

In Video 13, "*Kok marah-marahhh,*" the video scored eight points for GTM and nine points for TPR. Tutors discuss terms related to anger in English, using gestures and expressions to facilitate understanding and retention. Tutor A asks about various expressions of anger, and Tutor B provides translations and explanations, blending direct translation with physical demonstrations. In Video 14, "*Tebak kata bahasa Inggris,*" the video scored six points for GTM and five points for TPR. Tutors engage in a translation game, where the cameraman prompts English words for the tutors to translate into Indonesian. For example, "Throw" is translated as "Buang," and "Up" as "Atas," combining to form "Throw up" (Muntah). This method reinforces vocabulary through direct translation and interactive learning. In Video 15, "*Tebak kata bahasa Inggris, dijamin jago deh,*" the video scored six points for GTM and five points for TPR. Similar to Video 14, tutors participate in a translation game where the cameraman introduces words, and the tutors provide translations. For instance, "Anak" is translated as "Child," and "Anak-anak" as

"Children." This method aids comprehension and retention by associating English words with their native language equivalents.

In conclusion, the mixed use of GTM and TPR on the JAGO BAHASA YouTube Channel effectively enhances vocabulary learning. By combining the structured approach of GTM and the engaging, physical interaction of TPR, the tutors create a varied and comprehensive teaching strategy that maximizes vocabulary instruction effectiveness.

Discussion

The analysis of the six videos demonstrates the predominant use of the Grammar Translation Method (GTM) in teaching English vocabulary on JAGO BAHASA. This method, characterized by its emphasis on grammar rules and vocabulary translation, aligns with C.Richards & Rodgers' (2014) perspective on GTM, highlighting its effectiveness in foreign language instruction through direct translations. For example, Video 1 provides synonyms for common adjectives to enhance vocabulary range, while Video 2 breaks down compound words to explain their meanings. Video 3 displays the impact of suffixes on word meanings, and Video 4 highlights how combining verbs with prepositions changes their definitions. Video 5 addresses irregular plural forms, and Video 6 clarifies distinctions between commonly confused words. According to Larsen-Freeman & Anderson (2011), GTM is effective in teaching linguistic forms and meanings through direct translation, a technique clearly illustrated in these videos.

The Grammar-Translation Method (GTM) on JAGO BAHASA YouTube channel has both positive and negative impacts on English vocabulary learning. Positively, GTM helps learners associate new English words with their native language, making vocabulary acquisition easier, as seen in videos like "*Jangan ngomong very mulu.*" It also provides a clear structure for understanding grammar, aligning with Usman's (2016) view on its benefits for beginners, and enhances memory retention by linking new information with existing knowledge. This approach is supported by behaviorist theory, which emphasizes the importance of cognitive connections between languages. Behaviorist principles suggest that repetition and reinforcement of language structures can aid in vocabulary acquisition. Behaviorism is still useful in certain teaching and learning activities in the classroom (Budiman, 2017). However, GTM's focus on translation and memorization can lead to a shallow understanding of vocabulary without practical usage, as shown in "*Kosakata bahasa Inggris banyak dan sedikit,*" making it difficult for learners to use words fluently in real-life situations. This method also lacks engagement and interaction, leading to lower motivation and retention, as noted by Hago (2020) in his findings on the pros and cons of GTM on the performance of Saudi EFL learners. Thus, while GTM has structured benefits, it falls short in practical language application and engagement.

The analysis of four JAGO BAHASA YouTube videos shows a clear use of the Total Physical Response (TPR) method for teaching vocabulary. This method, as conceptualized by Asher (1969), emphasizes learning through physical movement and active engagement. This is seen in the interactive games played by the English tutors, who use gestures and actions in response to verbal prompts. For example, in Video 7, tutors break down words into parts and physically demonstrate their understanding. In Video 8, they play a word chain game that involves quick thinking and movement. These activities highlight how TPR enhances vocabulary retention and understanding through kinesthetic learning. By involving physical actions, learners can internalize vocabulary better and use it in real-life situations, aligning with Asher's idea that

combining language learning with physical responses leads to more effective and enjoyable language acquisition.

The Total Physical Response (TPR) method on JAGO BAHASA YouTube channel enhances vocabulary learning and retention through physical movement and interactive games, making the process engaging and motivating, aligning with Dzurotul Ilmi & Anwar's (2022) findings. It promotes quick thinking, language recall, and peer interaction, leading to better vocabulary skills compared to the grammar-translation method, as stated by Trung Cang et al., (2021) in their findings on young learners' vocabulary ability. However, TPR may not necessarily facilitate a deeper understanding of language structure, syntax, or grammar, as it mainly focuses on associating vocabulary with actions. While beneficial, relying solely on TPR might limit comprehensive language learning (Larsen-Freeman & Anderson, 2011).

The analysis of five JAGO BAHASA YouTube videos demonstrates an effective combination of the Grammar-Translation Method (GTM) and the Total Physical Response (TPR) method, creating a well-rounded and engaging language learning experience. The GTM provides detailed explanations of vocabulary and grammar rules, alongside translations, forming the foundation of the lessons. TPR elements are integrated through interactive activities, physical engagement, and the use of gestures, aligning with Asher's (1969) TPR theory, which emphasizes physical movement to enhance language acquisition. This mixed-method approach leverages the strengths of both GTM and TPR, balancing structured learning and translation techniques with action-based, kinesthetic learning strategies (C.Richards & Rodgers, 2014).

This synergy effectively supports vocabulary acquisition and language comprehension, as highlighted by Richards and Rodgers, who state that TPR involves learners performing actions in response to spoken instructions, reinforcing language acquisition through physical activity. This approach aligns with Chomsky's nativist theory, which holds that understanding grammatical structures is crucial for language acquisition through a natural Language Acquisition Device (Chomsky, 2006). By integrating these methods, JAGO BAHASA creates a stimulating learning environment that caters to various learning styles, enhancing both comprehension and retention of the English language for the audience.

Overall, the combination of GTM and TPR offers a comprehensive approach to English vocabulary teaching, addressing the limitations of each method while capitalizing on their respective strengths. This approach not only enhances vocabulary acquisition but also promotes a deeper understanding of language structure and grammar, making it an effective strategy for language learners on platforms like JAGO BAHASA YouTube channel.

CONCLUSION

The research analyzed 15 videos from the JAGO BAHASA YouTube Channel, focusing on the implementation of the Grammar Translation Method (GTM) and Total Physical Response (TPR) in teaching English vocabulary. Among these videos, 6 utilized GTM, 4 employed TPR, and 5 combined both methods. GTM offers structured vocabulary and grammar instruction with clear translations and explanations but lacks practical language application and engagement. TPR emphasizes interactive learning through movement, enhancing vocabulary retention and real-life usage, yet may overlook grammar comprehension. The mixed-method approach combines GTM's structured learning with TPR's interactive engagement, providing a balanced language learning experience that caters to diverse learning styles.

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