



## Improving Young Learners' Vocabulary Through TPR (Total Physical Response) With Song

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### Abstract

The research was based on a preliminary study on the causes of problems related to the students' inability to memorize vocabulary in English. This research was aimed at finding out the effectiveness of using the TPR (Total Physical Response) with song method to improve vocabulary mastery of 3rd grade students at SDN Darsono 04 Jember in the academic year 2022/2023. The researcher designing the lesson plans, implementing the actions, making observations and reflecting on the results. The subjects of this research study were 3rd grader students from SDN Darsono 04 Jember in the academic year 2022/2023. This research was conducted in two cycles following the procedures for action research, namely planning, implementing, observing and reflecting. To collect data, the researcher used instruments of observation and test. The data obtained were presented quantitatively. The findings showed that TPR with song method were effective in improving students' vocabulary. This can be seen in the improvements after each cycle. Prior to the research, none of the students scored above the KKM. In the first cycle, 3 out of 8 students who entered scored above the KKM. Whereas in the second cycle, 8 out of 8 students scored above the KKM. This means that the students responded positively to the implementation of this method.

*Keywords: TPR with song method, vocabulary*

### INTRODUCTION

Learning English for young learners has increasingly become a common thing to be taught in almost all countries in the world. This is because English has become an international language which already used as a reference for communicate with foreigners. According to Deni & Fahriany (2020), the majority of Indonesian students believe that mastering English can increase their independence. By mastering English, they assume they will be able to compete with other people who use English as their second or main language. Unfortunately, teaching English in Indonesia is not too emphasized and it's only positioned as an additional subject or as an extracurricular, which makes learning English underestimated.

Vocabulary is something that must be mastered first because it is the main means of verbal communication (Wenyuan, 2017). By mastering vocabulary, students will be helped to understand the language they are learning. Without understanding vocabulary, spoken language will sound like an unclear language. According to (Alqahtani, 2015), the meaning of new words is very often highlighted, both in books and in class. Therefore, Alqahtani emphasizes that learning vocabulary is an important part of learning a foreign language. This is because when learning vocabulary, students are also stimulated to be able to read, understand the meaning of texts, write, and carry out conversations using the language they have learned. For teachers and students, teaching vocabulary is often a challenge. For them, teaching vocabulary is a process that is labeled as difficult and requires many ways from both parties so that both the teacher and students can convey and receive it well (Sari et al., 2019). Young learners need to memorize a lot of English vocabulary to be able to master English. Young learners who have playful characteristics will tend to get bored if they are only asked to memorize vocabulary. Therefore, learning vocabulary for young learners must be made as fun as possible so they don't easily forget.

One way to make learning more fun is by using songs. According to Pavia et al. (2019), a valuable resource for learning vocabulary that provides the opportunity to acquire a large number of words is a song. Songs enable repetition and enjoyable learning, retain memory, reduce anxiety, and foster acquisition. A further extension of the use of songs currently being studied for teaching English is the inclusion of physical movements such as jumping, waving, touching. This is known as Total Physical Response (TPR), a learning model that uses gestures and images, where children will watch, touch, listen and imitate (Ghani & Ghous, 2014).

Based on interviews with the English teacher at SDN Darsono 04 Jember, students at the school, especially on 3rd grade, find it very difficult to learn vocabulary. This is based on a lack of interest in English lessons. Most students feel that English is useless because it is not used in their environment, and the most important reason is because they are bored with lessons that require them to memorize.

In conjunction with the aforementioned illustration, TPR with song is proposed as a way to teach and to improve the students' vocabulary mastery. Furthermore, even though there may have been many teachers who have implemented the TPR with song method in the previous research, no one has researched the TPR with song method in SDN Darsono 04 Jember which is in the outback, far from the city, with a quite difficult access. Therefore, TPR with song can be tried to be test its effectiveness in learning vocabulary mastery.

## METHOD

This research using CAR (Classroom Action Research) method with the aim of finding out the effectiveness of using the TPR with song method to improves vocabulary mastery of 3rd grade students at SDN Darsono 04 Jember in academic year 2022/2023. From the discussion between the teacher and the researcher, the research can be called success if the results of the scores obtained after treatment from students in grade 3 reached 80% and scored above the KKM, namely 70. If the students test result has completed the criteria of success in action research, the researcher concludes the next cycle would be stopped. Quantitative data obtained from observations and student learning outcomes during study in each cycle.

### 1. Observation data analysis

Student activity data obtained from student observation sheets used to obtain data that describes the development of student activities during learning. The number of students involved in each activity were calculated and converted to a percentage using a certain formula. This data is useful for evaluating student involvement and observing the development of activities during the teaching and learning process. The percentage formula used is as follows.

$$P = F/N \times 100$$

**Equation 1. Activity percentage number**

Figures:

P = Activity percentage number

F = Number of Student Scores

N = Number of students

Regarding the scores from the observations of students' learning activities during learning activities, they are as follows:

1: Not good

- 2: Enough
- 3: Good
- 4: Very good

**Table 1. Criteria for Percentage of Student Activity**

Average Score	Criteria
86% - 100%	Very Good
76% - 85%	Good
60% - 75 %	Enough
55% - 59%	Not good
< 54%	Bad

(Source: Purwanto, (in Maurin & Muhamadi, 2018, p. 72))

**2. Students’ achievement tests analysis**

Data on student learning outcomes obtained through cycle 1 and the last cycle using multiple choice questions analyzed in order to assess the extent to which the achievements achieved by students are in accordance with the established criteria. The way to find out the increase in student learning outcomes according to Nuhung (2016) can be done by calculating the percentage of KKM achievement through the learning mastery formula at the end of each cycle, which is as follows.

$$TB = \frac{\sum S \geq 70}{n} \times 100$$

**Equation 2. Percentage of Learning Completeness**

Figures:

- TB* = Percentage of learning completeness
- $\sum S \geq 70$  = The sum of all student scores is greater than or equal to 70
- $\sum n$  = Number of students

Each student is considered successful or complete if they have achieved score of 70. Students' vocabulary evaluated based on the results of learning tests, and learning success were measured by increasing the average learning test score in each cycle as follows:

**Table 2. Criteria for Student Learning Outcomes**

Average Score	Criteria
80% above	Very Good
66% - 79%	Good
60% - 65%	Enough
46% - 59%	Not enough
45% down	Fail

(Source: Sudijono (in Hikmah, 2016, p. 82))

**RESULTS AND DISCUSSION**

After getting the observation data, success criteria can be calculated to determine the percentage of success based on the observation sheet. Referring to equation 1 about activity percentage number, then:

**Table 3. Results of The Observation Data in The First Cycle and Second Cycle**

First Cycle		Second Cycle	
Friday, May 12 <sup>th</sup> 2023	Saturday, May 13 <sup>th</sup> 2023	Friday, 19 <sup>th</sup> 2023	Saturday, 20 <sup>th</sup> 2023
$P = \frac{F}{N} \times 100\%$ $P = \frac{22}{24} \times 100\%$ $P = 91,6\%$	$P = \frac{F}{N} \times 100\%$ $P = \frac{23}{24} \times 100\%$ $P = 95,8\%$	$P = \frac{F}{N} \times 100\%$ $P = \frac{23}{24} \times 100\%$ $P = 95,8\%$	$P = \frac{F}{N} \times 100\%$ $P = \frac{24}{24} \times 100\%$ $P = 100\%$

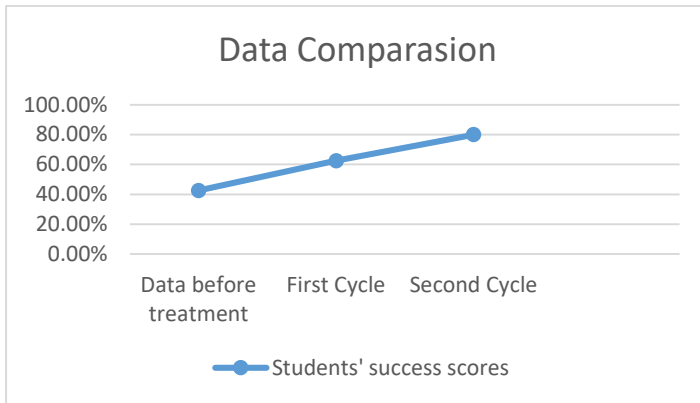
Reflecting on the first cycle, comparing the success criteria of the first and second meetings there was an increase. From 91.6% to 95.8% on the second day. At the first meeting, there was a slight lack of cooperation between students which was caused by various things including competitive spirit, friendship disputes, and others. But in the second meeting they became more compact. On the first day of the second cycle, student collaboration was the same as the second day of the first cycle which is 95,8%. But they showed a satisfactory attitude with a score of 100% at the second meeting in cycle 2.

**Table 3. Results of Students' test in The First and Second Cycle**

First Cycle Saturday, May 13 <sup>th</sup> 2023	Second Cycle Saturday, May 20 <sup>th</sup> 2023
$P = \frac{F}{N} \times 100\%$ $P = \frac{500}{800} \times 100\%$ $P = 62,5\%$	$P = \frac{F}{N} \times 100\%$ $P = \frac{23}{24} \times 100\%$ $P = 95,8\%$

Considering in the first cycle the treatment results did not meet the success criteria, the second cycle was needed. In the second cycle, the success criteria have been achieved. Therefore, the research stopped in the second cycle. The following is a comparison of students' success before being given treatment taken from the results of the tests the researcher got from the teacher, the test results from the first cycle and the test results from the second cycle.

**Figure 1. Comparison of students' success before being given treatment and scores after being given treatment in cycles I and II**



The results of the test before being given treatment, results of the test after being given treatment on the first cycle and second cycle showed a clear increase. Prior to the research, none of the students scored above the KKM. In the first cycle, 3 out of 8 students who entered scored above the KKM. Whereas in the second cycle 8 out of 8 students scored above the KKM so that this research was considered a success. After implementing the action in cycle one and cycle two, it was proven that TPR with song method was able to improve students' vocabulary.

## CONCLUSION

According to Juhana (2014), teaching foreign languages to young learners requires a special approach considering that young learners have special characteristics. Young learner's knowledge is very limited. However, they have a very high curiosity about something they find interesting. Therefore, teaching boring material for young learners must be balanced with fun methods to attract their attention.

According to Rachmawati (2013), TPR is a popular method for introducing vocabulary related to action or movement for early childhood. The use of songs to teach vocabulary to young students is an alternative considering songs are one of the most important things in children's lives, as well as a medium in the teaching and learning process for young students in a fun way (Albaladejo Albaladejo et al., 2018). Students will be interested in learning a foreign language if the teacher teaches in a fun way, such as singing songs (Akbar et al., 2018).

Based on the discussion above, it can be concluded that the TPR with song strategy can improve students' ability to remember vocabulary. The researcher hopes that this research can be a reference for teacher to use TPR with song method as a point of view in carrying out teaching and learning activities to improve the quality of interesting learning.

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