IMPROVING STUDENTS VOCABULARY MASTERY THROUGH TPR (TOTAL PHYSICAL RESPONSE) ASSISTED BY SONG MEDIA IN THE FOURTH GRADERS

SKRIPSI

Presented to
IKIP PGRI Bojonegoro
In partial fulfillment of the requirements
for the degree of Sarjana in English Education

By:
Ayu Lia Estika
NIM: 21120053

ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGE AND ARTS EDUCATION
IKIP PGRI BOJONEGORO
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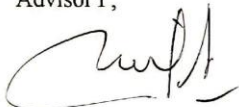2025**

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STATEMENT OF AUTHENTICITY

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In order to uphold academic integrity, sincerely and without coercion from any parties, I hereby declare that the thesis entitled:

IMPROVING STUDENTS VOCABULARY MASTERY THROUGH TPR (TOTAL PHYSICAL RESPONSE) ASSISTED BY SONG MEDIA IN THE FOURTH GRADERS

Is the result of my own original work, and all sources of information used have been clearly cited in the reference list according to the scientific and academic code of ethics. I am aware that if any violations of scholarly ethics regarding to the authenticity of this work are found, **I personally** accept the consequences in accordance with the applicable regulations and am prepared to bear legal sanctions.

Bojonegoro, 10 Juli 2025

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ABSTRACT

Estika, Ayu Lia. 2025. Improving Students' Vocabulary Mastery through TPR (Total Physical Response) assisted by Song Media in the Fourth Graders. Skripsi, English Education Department, Faculty of Language and Arts Education, IKIP PGRI Bojonegoro, Advisor (I) Meiga Ratih Tirtanawati, M.Pd., (II) Chyntia Heru Woro Prastiwi, M.Pd.

Keywords: vocabulary, TPR assisted by song, classroom action research.

Vocabulary mastery is an important aspect of learning English, which is still challenging for elementary school students. This study aims to improve the vocabulary mastery of grade 4 students of SD Negeri Bareng 1 through TPR (Total Physical Response) assisted by song media. the researcher used classroom action research based on the Kemmis and Taggart model involving 24 grade 4 students of SD Negeri Bareng 1 in the 2024/2025 academic year. This study uses a mixed-method approach by combining quantitative data through vocabulary tests (pre-test and post-test) and qualitative data through interviews, observations, questionnaires, and field notes. Students must exceed the KKM (Minimum Completion Criteria) of at least 75% of the total students in one class. The average pre-test score was 61.45. This means that only 20.83% of all students can exceed the KKM (KKM 75). After implementing TPR assisted by song media, the post-test results showed a significant increase, with an average score reaching 85.62, and 87.5% of students scored above the KKM. Data observations and field notes also showed that learning activities became more active. The results showed that the use of TPR assisted by song media effectively improved students' vocabulary mastery in just one learning cycle.

ABSTRAK

Estika, Ayu Lia. 2025. Improving Students' Vocabulary Mastery through TPR (Total Physical Response) assisted by Song Media in the Fourth Graders. Skripsi, English Education Department, Faculty of Language and Arts Education, IKIP PGRI Bojonegoro, Advisor (I) Meiga Ratih Tirtanawati, M.Pd., (II) Chyntia Heru Woro Prastiwi, M.Pd.

Kata Kunci: kosakata, TPR yang dibantu lagu, penelitian tindakan kelas.

Penguasaan kosakata adalah aspek penting dalam pembelajaran bahasa Inggris yang masih menjadi tantangan bagi siswa sekolah dasar. Penelitian ini bertujuan untuk meningkatkan penguasaan kosakata siswa kelas 4 SD Negeri Bareng 1 melalui TPR (Total Physical Response) yang dibantu media lagu. Peneliti menggunakan penelitian tindakan kelas berdasarkan model Kemmis dan Taggart dengan subjek 24 siswa kelas 4 SD Negeri Bareng 1 tahun ajaran 2024/2025. Penelitian ini menggunakan pendekatan campuran (mix method) dengan mengombinasikan data kuantitatif melalui tes kosakata (pre-test dan post-test) serta kualitatif melalui wawancara, observasi, angket, dan catatan lapangan. Siswa dituntut untuk melampaui KKM (Kriteria Ketuntasan Minimal) paling tidak 75% dari total siswa dalam satu kelas. Rata-rata nilai pre-test adalah sebesar 61,45. Artinya hanya 20,83% dari keseluruhan siswa dapat melampaui KKM (KKM 75). Setelah penerapan TPR yang dibantu lagu, terlihat peningkatan signifikan pada post-test dengan rata-rata nilai mencapai 85,62 dan 87,5% siswa memperoleh nilai di atas KKM. Data dari observasi dan hasil catatan lapangan juga menunjukkan bahwa kegiatan belajar menjadi lebih aktif. Hasil yang diperoleh menunjukkan bahwa penggunaan TPR yang dibantu lagu secara efektif mampu meningkatkan penguasaaan kosakata siswa hanya dalam satu siklus pembelajaran.

MOTTO

"Allah tidak membebani seseorang, kecuali menurut kesanggupannya,"

(QS. Al-Baqarah [2]: 286)

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The author realizes that the process of preparing this thesis is not free from various challenges, but everything can be overcome thanks to the sincere support and assistance of many parties. With sincere gratitude, the researcher would like to thank:

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CHAPTER 1

INTRODUCTION

A. Background of Study

In learning English, vocabulary mastery plays an important role as a key foundation for successful communication. Vocabulary is not just a supporting element, but it is a core component that supports all four basic language skills, including listening, speaking, reading, and writing (Rochmadhoni et al., 2022). Without adequate vocabulary knowledge, learners will have difficulty understanding the messages conveyed to them as well as expressing their ideas in English. Therefore, improving vocabulary mastery should be the main focus of the language learning process.

Along with the rapid advancement of science and technology, the need to master foreign languages as a means of communication is becoming increasingly important. Having an adequate vocabulary is one of the main requirements for mastering English. English itself consists of three essential components: grammar, vocabulary, and pronunciation (Rachmadhan et al., 2020). Realizing the importance of English in the future, English learning needs to be implemented in a more in-depth way.

Vocabulary is the most important thing for students to learn in order to know the meaning of a word or sentence. In reality, vocabulary teaching is still somewhat unsuccessful. This can be seen in some students when given questions related to vocabulary. Based on an interview with the Classroom

teacher at SDN Bareng 1, the researcher found two factors that cause students to still lack vocabulary mastery, namely: lack of use of media in learning and students' confusion between written text and pronunciation.

The first problem is the lack of media use in English vocabulary learning. The lack of media use is caused by teachers who do not explore strategies and media in learning, especially for learning verbs. In addition, the high workload and tight schedule also mean that teachers have no time to design learning media. So that teachers only depend on the Theme Book (LKS) when teaching. This can cause students to struggle to understand and remember new words, making the learning process less effective. Without engaging media, such as songs, videos, or other media, students may lose interest and motivation to learn, which in turn negatively affects the development of their language skills. Therefore, the integration of the appropriate media is very important to create a more dynamic, fun learning atmosphere can also help students achieve vocabulary mastery.

The second problem is students are still confused between written text and pronunciation. This problem is caused by the fact that English in Indonesia is a foreign language and does not make English a second language. So, English is only learned in school and is not used in everyday life. Students' confusion about English vocabulary, which has differences between writing and pronunciation, often hinders their understanding of the learning process (Gunantar & Rosaria, 2020). For example, words like "Studying" and "Cooking" can be confusing because their pronunciation does not match the way they are written, making it difficult for students to

read and speak. Thus, more supportive media for learning and the use of strategies that help students recognize and understand these differences are needed.

The TPR assisted by song media can be used to improve students' vocabulary mastery by providing vocabulary with movement instructions to the students and giving examples of songs to follow. When the Total Physical Response (TPR) method is combined with songs or chants, children with auditory learning styles benefit significantly from the repetition of words and the rhythm of the song linked to physical movements, making it easier for them to remember (Hafidah & Dewi, 2020). TPR and songs are a good match in language learning, as the movements can help students remember vocabulary when paired with listening activities (Binti et al., 2024). For example, the verbs "jump", "sit down", and "run" can be learned not only through direct instruction but also by demonstrating them together with physical activities and singing songs containing the verbs.

Based on the data that has been obtained, there are several studies related to the use of songs and TPR methods for elementary school students. One of them is research by Islami (2019), entitled "Using Song as a Media in Teaching Vocabulary to Young Learners Based on Total Physical Response (TPR) Method". This research was conducted using a qualitative method involving classroom action research involving fourth grade elementary school students in Bandung. In this study, researcher used classroom observations and interviews. This study shows that

combining TPR with songs creates a fun and interactive learning environment, thus making vocabulary mastery easier for students. In addition, this study also shows the difficulties faced by students in following vocabulary learning with song media. So, the focus is more on learning motivation, not on overall vocabulary improvement.

In contrast to this study, this study uses classroom action research to find out the students' improvement in vocabulary mastery if TPR assisted by song is applied. This study fills the gap by systematically applying TPR assisted by song media to improve vocabulary mastery while creating an active, fun learning atmosphere, and in accordance with the characteristics of elementary school students.

Based on the background that has been described above, the researcher is interested in conducting Classroom Action Research (CAR) on efforts to improve students' mastery of English vocabulary through the TPR assisted by song media. Therefore, the use of the TPR assisted by song media is expected to improve students' vocabulary mastery in English language learning in fourth-grade students of SDN Bareng 1 in the academic year 2024/2025.

B. Formulation of the Problem

Based on the background described above, the problem in this study is formulated as follows: "How can the TPR method assisted by song media improve the English vocabulary mastery of the fourth graders at SDN Bareng 1?".

C. Objective of the Study

The purpose of this research is to find out the use of the TPR (Total Physical Response) method assisted by song media that can improve students' vocabulary mastery in fourth graders at SDN Bareng 1.

D. Significances of the Study

Through this research, there are expected to be benefits, among others:

1. Theoretical Significances

   In general, the findings of this study are expected to provide guidance and input for prospective teachers or teachers who are teaching in primary schools, especially grade four. In particular, this study is expected to improve educational outcomes for fourth-grade students at SDN Bareng 1.

2. Practical Significances

   a. To the researcher

      They can use this research as a future reference method in improving students' vocabulary mastery using the TPR assisted by song media.

   b. To the teachers

      This research can be used as a guide and input for teachers to improve students' vocabulary mastery by using the TPR assisted by song media.

E. Definition of Terminologies

1. Vocabulary

According to Nunan (in Wakana, 2018), vocabulary is an important component that facilitates the use of a second language, because without proper vocabulary, language cannot function structurally and will be difficult to understand. Vocabulary is the content and function of words in a language that has been learned thoroughly so that it can be used to make good communication (Dilago et al., 2022). Therefore, it can be concluded that vocabulary mastery is the main foundation in learning a second language because, without adequate vocabulary, communication is hampered. Thus, vocabulary in this study refers to some words about verbs in daily activities.

2. TPR

The TPR method is a method that applying gestures and student responses, thus making students gain a good understanding and memory during the learning process in the classroom (Mailakay, 2021). TPR is a language teaching approach that revolves around the integration of speech and physical actions, aiming to facilitate language learning through engaging physical activities (Heriyanti et al., 2018). So, TPR is an approach or method that combines language learning with fun physical activities to reduce stress in children when learning a new language. Total Physical Response (TPR) in this study refers to the student's response to English songs entitled Verb Song using physical activities.

3. Song

Song is a form of literary work that is delivered orally, consisting of a series of words known as lyrics (Aprianti et al., 2022). Songs are a very effective strategy for language learning, as they contain repetitions of vocabulary and language structures, as well as rhythms that can enhance students' interest in learning (Maisarah, 2023). It can be concluded that songs are an effective learning tool in language teaching, as the combination of catchy lyrics and pleasing melodies can help students remember vocabulary and language structures more easily. In this research, a song means an English song for kids containing vocabulary about verbs in daily activities.