



## Prosiding

Seminar Nasional Inovasi pendidikan dan Pembelajaran  
Fakultas Pendidikan Bahasa dan Seni  
IKIP PGRI Bojonegoro

Tema "Inovasi pendidikan dan Pembelajaran di era digital untuk Pengalaman Belajar  
Imersif"



### Improving Students Vocabulary Mastery Through Tpr (Total Physical Response) Assisted by Song Media

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**Abstract**—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.

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

**Abstrak**—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 penguasaan kosakata siswa hanya dalam satu siklus pembelajaran.

**Kata kunci**— penguasaan kosakata, TPR yang dibantu lagu, penelitian tindakan kelas.

## INTRODUCTION

In learning English, vocabulary acquisition 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 own ideas in English. Therefore, improving vocabulary mastery should be the main focus of the language learning process.

In addition, vocabulary teaching approaches should be designed in interesting and varied ways to stimulate students' interest in learning. Students' motivation to learn new vocabulary is greatly influenced by the learning strategies used by teachers (Fatmasari et al., 2024). By applying innovative and interactive methods, students will be able to actively participate which can significantly improve learning outcomes during the learning process.

Moreover, having an extensive vocabulary is strongly correlated with higher levels of language proficiency. Individuals with a large or rich vocabulary are generally more able to use English fluently and accurately in various communicative contexts (Inawati et al., 2024). Thus, vocabulary learning cannot be separated from the overall language acquisition goal.

Vocabulary also serves as a crucial aspect that supports students' ability to use English in interaction. The process of learning and memorizing vocabulary is an important stage that learners must go through in order to engage in effective conversations in English (Sari et al., 2024). Thus, vocabulary is not only a tool for communication but also a major determinant of learners' communication success.

Students' comprehension in learning English is influenced by vocabulary mastery. is influenced by the learner Students with limited vocabulary often struggle to understand texts, instructions, and spoken materials (Kurniawati et al., 2023). Therefore, systematic and sustainable strategies to enrich students' vocabulary need to be implemented to help improve their overall understanding of English.

Based on interviews with class teachers at SDN Bareng 1, researchers found factors that cause students' vocabulary mastery to be lacking. These factors include the lack of media use in learning and students' confusion between written text and pronunciation. The lack of media use is caused by teachers who do not explore strategies and media in learning, especially for verb learning. The second factor is that English in Indonesia is a foreign language only learned at school and is rarely used daily.

Based on the background described, the researcher proposes the TPR method assisted by song media to improve students' vocabulary mastery. In addition, although there may have been researchers who applied the TPR method with songs in previous studies, no one has examined the TPR assisted by song media at SDN Bareng 1, which is located in a remote village, with access to mountainous roads and many sharp turns. Therefore, the effectiveness of TPR (Total Physical Response) assisted by song media can be tested in vocabulary learning.

## RESEARCH METHODOLOGY

This study used the PTK (Classroom Action Research) model to improve vocabulary mastery of the fourth-grade students of SD Negeri Bareng 1 through TPR (Total Physical Response) assisted by song media. Researchers used the design model developed by Kemmis and McTaggart (1988), which consists of four stages, including planning, acting, observing, and reflecting.

In conducting the research, data collection methods are essential strategies used by researchers to monitor the implementation of actions and to obtain the necessary data during the learning process (Astutik, 2016). This study used a mixed-methods approach, combining quantitative data collected from vocabulary tests (“pre-test” and “post-test”) with qualitative data obtained through interviews, observations, questionnaires, and field notes.

From the results of discussions between teachers and researchers, the research can be said to be successful if the results of the scores obtained after the treatment of 4th-grade students reach at least 75% and score above the KKM which is 75. If the student test results have reached the success criteria set in action research, the researcher decides not to continue to the next cycle.

## FINDINGS AND DISCUSSION

This section contains answers to the problems mentioned in the previous paragraphs. Researchers present the findings obtained during the research process by presenting data in two types, namely qualitative and quantitative data.

### 1. Qualitative

Qualitative data was obtained from observations, student questionnaires, interviews, and field notes. These data sources show an increase in students' learning abilities and various significant positive changes during the learning implementation process using TPR assisted by song media, especially in mastering English vocabulary.

First, students showed increased enthusiasm and engagement during the learning process. The use of TPR assisted by song media makes the classroom atmosphere active and fun, so students become more eager to participate in learning activities. They were more active in responding to movement instructions, showed interest in singing the English song to the tune of “Potong Bebek Angsa”, and were more focused on paying attention to the vocabulary being taught. Students also asked the researcher to give questions or guesses when the learning process would end. This has a direct impact on increasing students' interest in learning English.

Second, there was an increase in students' ability to understand and remember new vocabulary. Through the movements associated with the song lyrics, students more easily understand the meaning of the vocabulary with the activities they do in class. This strategy is proven to help strengthen their memory because vocabulary is conveyed verbally and reinforced visually and kinesthetically. Students are also able to recite the vocabulary that has been taught, both individually and in groups.

Third, this approach also has a positive impact on students' confidence and social interaction in class. They become more courageous in conveying the

vocabulary they know in front of the class without fear of being wrong. The comfortable learning atmosphere encourages students to express themselves more freely, so TPR assisted by song media is effective in improving vocabulary while supporting social and emotional skills.

The Total Physical Response (TPR) method assisted by song media proved effective in increasing students' enthusiasm, vocabulary comprehension, and confidence in learning English. Students show active participation, more easily remember vocabulary through movement and song, and more confidently express vocabulary in front of the class. In addition, this approach creates a fun and interactive learning atmosphere. Overall, this strategy not only supports language mastery but also the development of students' social and emotional skills.

The use of TPR assisted by song media in English language learning has great potential to stimulate children's active involvement in understanding foreign languages, especially the English language they are learning (Hafidah & Dewi, 2020). This method integrates physical movement and musical elements, which naturally appeals to young learners and is developmentally appropriate. As a result, students are more motivated, remember vocabulary more effectively, and participate more confidently in classroom learning activities.

Teaching English with the TPR method assisted by songs makes learning more fun and can reduce stress because students learn through body movements combined with songs so that they can achieve maximum learning results (Mailakay, 2021). This approach also helps students to stay focused and engaged throughout the lesson. In addition, it supports better memory recall through multisensory learning experiences.

## 2. Quantitative

Quantitative data was obtained from the vocabulary test results which were divided into two, namely pre-test and post-test. The pre-test was conducted to determine students' initial vocabulary mastery, while the post-test was given after the implementation of TPR assisted by song media. The results of both are compared and presented in the following table:

**Table 1.** Comparison of Pre-test and Post-test Results

The Cycle	The Sum ( $\sum x$ )	Mean (M)	Number of Subjects (N)		Percentage (P)	
			Failed	Passed	Failed	Passed
Pre-Test	1475	61.45	19	5	79.17%	20.83%
Post-Test	2055	85.62	3	21	12.5%	87.5%
The Total Maximum			24	24	0	100%

Based on Table 1 above, it can be explained that there is a significant increase in students' vocabulary mastery after applying Total Physical Response (TPR) assisted by song media.

At the time of the pre-test, the mean score of students was 61.45 with a total score of 1,475, whereas as many as 19 students with a percentage of 79.17% had not reached the minimum completeness criteria (failed), and only 5 students (20.83%) passed. This shows that most students still have difficulty in mastering vocabulary before learning with the TPR method assisted by song media.

After the researcher implemented learning using TPR assisted by songs, the post-test results showed a significant increase. The students' average score increased to 85.62 with a total score of 2,055. The number of incomplete students decreased drastically to 3 students (12.5%), while 21 students (87.5%) managed to exceed the KKM.

From the comparison results that have been described, it can be concluded that the TPR approach with song media is proven to be effective in improving vocabulary mastery of grade 4 elementary school students, both in terms of average scores, the number of students who are complete, and the overall percentage of success.

## CONCLUSION

Based on the results of the data analysis in the previous chapter, it can be concluded that the implementation of Total Physical Response (TPR) assisted by song media is an effective strategy to improve vocabulary mastery among fourth-grade students at SDN Bareng 1 in the 2024/2025 academic year.

From the quantitative data, the results showed a significant improvement in students' vocabulary test scores. The pre-test average score was 61.45, with only 20.83% of students passing the KKM (Minimum Completeness Criteria). After the treatment, the average post-test score increased to 85.62, with 87.5% of students successfully surpassing the KKM. This considerable increase clearly shows the effectiveness of TPR assisted by song media in improving vocabulary mastery in just one learning cycle.

From the qualitative data, supporting data obtained from observations, interviews, questionnaires, and field notes showed a striking positive change in students' behavior and learning engagement. Students showed increased enthusiasm, participation, and enjoyment during the learning process. The combination of movement and song can create a fun, interactive, and supportive classroom atmosphere, which contributes to better comprehension and memory retention of vocabulary. The students also showed increased confidence in expressing English vocabulary and were more willing to engage in classroom interactions.

The combination of kinesthetic learning through TPR and auditory stimulation through song media proved to be an approach not only in improving academic outcomes but also in promoting students' social-emotional development and learning motivation. Therefore, we conclude that TPR assisted by song media is effective for teaching English vocabulary, especially in primary school settings with limited access to learning resources.

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