



## 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"



## Enhancing Students' Memorization of English Tenses Through Movement and Song

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**abstrak** – English tenses are essential in grammar learning, yet many students struggle to memorize and apply tense formulas correctly. Previous studies have mostly focused on songs or physical movements separately, while limited attention has been given to integrating both strategies at the junior high school level. This classroom action research aimed to examine the effectiveness of the Song and Movement Method supported by Canva-based visual media in improving students' memorization of English tenses. The study used the Kemmis and McTaggart model with two cycles involving 27 seventh-grade students of MTs Mamba'ul Huda in the 2025/2026 academic year. Data was obtained through pre-test and post-test results as well as observations, questionnaires, interviews, and activity records. The findings showed that students' initial ability was low with a mean score of 61.48 and mastery level of 29.63%. After the intervention, the mean score increased to 84.26 and mastery reached 88.89%. Students also became more motivated, confident, and active during learning. The study concludes that integrating songs, movements, and visual media effectively improves students' memorization of English tenses and creates a more engaging learning environment.

**Kata kunci** – movement and song, English tenses, memorization, interactive learning, Classroom Action Research

**Abstract** – Tenses bahasa Inggris merupakan bagian penting dalam pembelajaran tata bahasa, namun banyak siswa masih mengalami kesulitan dalam menghafal dan menerapkan rumus tenses secara tepat. Penelitian sebelumnya lebih banyak membahas lagu atau gerakan secara terpisah, sedangkan integrasi keduanya pada tingkat SMP/MTs masih terbatas. Penelitian tindakan kelas ini bertujuan untuk menguji efektivitas metode Song and Movement yang didukung media visual Canva dalam meningkatkan kemampuan menghafal tenses bahasa Inggris siswa. Penelitian menggunakan model Kemmis dan McTaggart dengan dua siklus yang melibatkan 27 siswa kelas VII MTs Mamba'ul Huda tahun ajaran 2025/2026. Data tersebut didapatkan melalui pre-test dan post-test, observasi, kuesioner, wawancara, dan catatan aktivitas siswa. Diperoleh nilai rata-rata pre-test sebesar 61,48 dengan ketuntasan 29,63%. Setelah tindakan, nilai meningkat menjadi 84,26 dengan ketuntasan 88,89%. Siswa juga menunjukkan peningkatan motivasi, kepercayaan diri, dan partisipasi belajar. Penelitian ini menyimpulkan bahwa integrasi lagu, gerakan, dan media visual efektif dalam meningkatkan kemampuan menghafal tenses serta menciptakan pembelajaran yang lebih aktif dan menyenangkan.

**Keywords** – gerakan dan nyanyian, tenses bahasa Inggris, menghafal, pembelajaran inovatif, Penelitian Tindakan Kelas

## INTRODUCTION

Grammar is an important aspect of English language learning because it helps students construct correct sentences and boosts their confidence in communicating (Tiana et al., 2023). One key component of grammar is English tenses, which teach students about verb forms related to time and events. According to Toni (2025), many students still struggle to memorize tense formulas due to the numerous patterns, verb changes, and differing usage rules. Liparoti & Minino (2021) also argue that conventional teaching methods, which primarily focus on explanation and theory, often make students feel bored and unmotivated during the learning procedure.

To enhance students' comprehension and memorization of tense forms in English, teachers need to implement more interactive and enjoyable learning methods. According to DePorter & Hernacki (2000), activities involving movement, rhythm, repetition, and visual aids are considered effective because they stimulate students' auditory, visual, and kinesthetic learning styles. According to Putri in Suyandi et al. (2021), songs and physical movements can increase students' motivation, participation, and memory retention during classroom learning. Integrating songs and movement based activities into classroom instruction can create an interactive learning environment while facilitating students' retention of English tense patterns.

Research conducted by Rahmawati et al. (2025) also demonstrated that learning activities incorporating physical movement through Total Physical Response (TPR) games encouraged learners to participate more actively and helped them retain English vocabulary more effectively. These findings indicate that movement-based learning activities can strengthen students' memory and engagement which supports the use of movement as one of the components in teaching English tenses.

Most previous studies have focused only on songs or movements separately, and most were conducted at the elementary school level only a few studies have specifically combined movement and song to teach English verb tenses at the junior high school level. Therefore, this study employs movement and song supported by Canva to provide a more interactive learning experience.

Based on interviews conducted at MTs Mamba'ul Huda, many students still struggle to memorize English tenses and tend to be passive during learning activities.

Additionally, students easily forget the formulas and example sentences when teachers use conventional methods that focus on explanation. The study investigates the use of song and movement activities supported by Canva to strengthen students' memory of English tenses.

## RESEARCH METHOD

The methodological design of this study was grounded in Classroom Action Research (CAR), specifically following the cyclical framework introduced by Kemmis and McTaggart that progresses through the stages of planning, action, observation, and reflection. A total of 27 seventh-grade students at MTs Mamba'ul Huda participated in the study, which was carried out during the 2025/2026 academic year.

Through the implementation of two research cycles, the researcher attempted to identify the effectiveness of the Song and Movement Method in improving students' ability to memorize English tense formulas while also observing changes in their learning participation and classroom engagement.

This study employed a mixed-methods approach, combining quantitative and qualitative data collection to ensure a comprehensive examination of the method's implementation. Pre-test and post-test assessments were conducted as quantitative instruments to measure the extent of students' achievement before and after the implementation of the action. Qualitative data, sourced from classroom observations, questionnaires, interviews, and learning activity records, further enriched the findings by providing an in-depth account of students' responses and experiences during the learning process.

At the planning stage, the researcher designed all learning preparations including lesson plans, learning materials, observation checklists, questionnaires, interview guidelines, and assessment instruments which were used to support the implementation of the research. After completing the preparation process, the researcher carried out the action stage by implementing English tense learning activities through the Song and Movement Method supported by Canva-based visual media so that students could learn through auditory, visual, and kinesthetic experiences simultaneously. During the application of the intervention, researcher

also made observations to examine students participation, motivation, classroom engagement, and their ability to memorize and apply English tense formulas. The findings obtained during the observation process became the basis for reflection activities which were conducted at the end of each cycle so that the strengths and weaknesses of the learning process could be identified and improvements could be made in the following cycle.

The use of Canva-based visual media in this research was intended to provide additional visual support for students during the learning process. According to Rahmawati and Nurdianingsih (2022), digital learning resources developed through online applications can enrich learning experiences and facilitate students' understanding of instructional materials. In this study, Canva was utilized to present tense formulas, song lyrics, and visual illustrations in a more attractive and accessible format.

To assess the degree of improvement resulting from the implemented action, quantitative data from the tests were processed through descriptive statistical analysis, specifically by computing mean scores and mastery percentages. In parallel, qualitative data sourced from observations, interviews, questionnaires, and learning records were examined descriptively to offer an in-depth account of how students' behavior, motivation, level of participation, and overall responses evolved throughout the application of the Song and Movement Method.

## **RESULTS AND DISCUSSION**

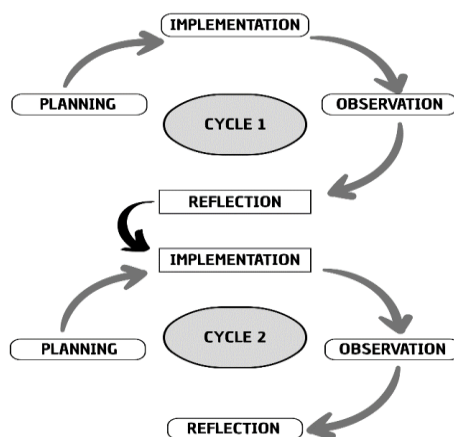
### **1. Research Findings**

This study was conducted to improve students' ability to memorize English tense formulas through the implementation of the Song and Movement Method supported by Canva-based visual media. The research involved 27 seventh-grade students of MTs Mamba'ul Huda and was carried out through two cycles of Classroom Action Research.

The research procedure followed the cyclical model proposed by Kemmis and McTaggart. The model consists of four interconnected stages including planning,

action, observation, and reflection which are continuously repeated until the expected learning outcomes are achieved.

**Figure 1.** Kemmis and McTaggart Cycle



As illustrated in Figure 1, the research was conducted through two cycles. Each cycle consisted of planning, action, observation, and reflection stages. The findings obtained from the first cycle were used as the basis for revising and improving the learning activities implemented in the second cycle. Through this cyclical process, the researcher was able to identify students' learning difficulties and continuously improve the effectiveness of the Song and Movement Method during the teaching and learning process.

To identify students' initial ability in memorizing and applying English tense formulas, the researcher administered a pre-test before implementing the learning activities. The results revealed that students still experienced considerable difficulties in understanding and remembering tense patterns. The mean score obtained by the students reached only 61.48 and merely 29.63% of the participants successfully achieved the Minimum Mastery Criterion (KKM) of 75, indicating that most students had not yet mastered the targeted material.

Following the implementation of the Song and Movement Method in Cycle I, students began to demonstrate better learning performance and greater participation during classroom activities. Rather than spending the lesson only listening to explanations, students actively engaged in singing activities and performed physical

movements that represented specific tense patterns. As the learning process continued into Cycle II, the researcher refined several instructional procedures based on the reflection conducted after Cycle I and these improvements contributed to a more noticeable increase in students' achievement and classroom engagement.

To provide a clearer overview of students' progress throughout the research process, the researcher compared the students' mean scores and learning mastery percentages obtained during the pre-test, Cycle I, Cycle II, and post-test stages.

**Table 1.** Students' Progress Throught the Research

Assessment	Mean Score	Mastery Percentage
Pre-Test	61.48	29.63%
Cycle I	74.07	66.67%
Cycle II	82.96	85.19%
Post-Test	84.26	88.89%

Table 1 shows a consistent improvement in students' achievement throughout the implementation of the Song and Movement Method. Both the mean scores and mastery percentages increased gradually from one stage to the next which indicates that the learning activities helped students strengthen their understanding and retention of English tense formulas.

**Figure 2.** Mean Score Improvement Across Research Stages

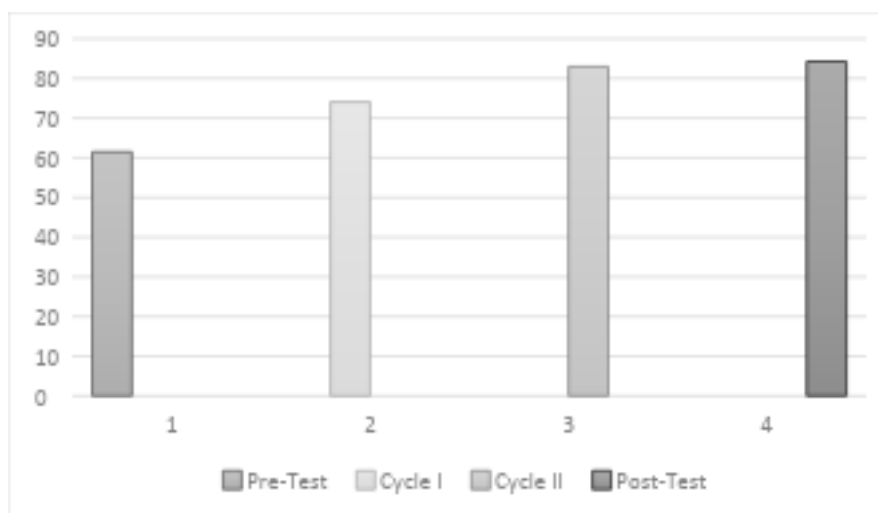


Figure 2 illustrates the improvement in students' mean scores across all stages of the research. The score increased by 12.59 points from the pre-test to Cycle I and continued to increase by 8.89 points in Cycle II before reaching 84.26 in the post-test. This pattern demonstrates that students benefited from continuous practice through songs, movements, and visual reinforcement provided during the learning process.

**Figure 3.** Learning Mastery Percentage Across Research Stages

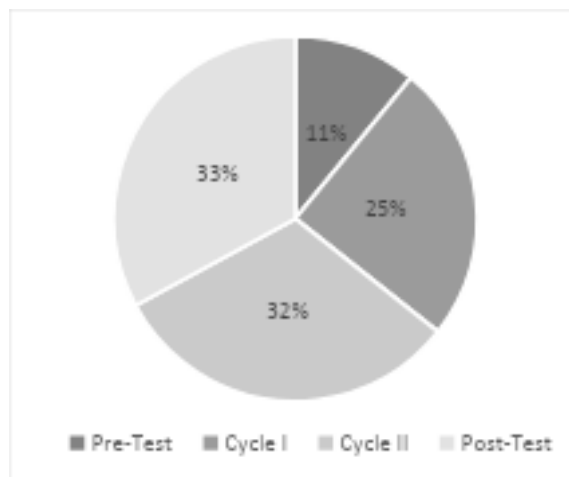


Figure 2 presents the development of students' learning mastery throughout the study. The percentage of students who achieved the Minimum Mastery Criterion increased substantially from 29.63% in the pre-test to 66.67% in Cycle I. The percentage continued to rise to 85.19% in Cycle II and finally reached 88.89% in the post-test. These findings indicate that the Song and Movement Method effectively supported students in achieving the expected learning outcomes.

Students' learning outcomes showed a remarkable improvement following the implementation of the Song and Movement activities, as revealed by the post-test administered at the conclusion of the research. The mean score recorded a notable increase from 61.48 in the pre-test to 84.26 in the post-test. In parallel, the mastery percentage experienced a substantial leap from 29.63% to 88.89%, further confirming the effectiveness of the implemented method.

Comparing the pre-test and post-test outcomes, the mean score increased by 22.78 points, while learning mastery improved by 59.26%. These findings indicate that the implementation of the Song and Movement Method contributed positively to

students' ability to memorize English tense formulas and apply them more accurately during learning activities.

## 2. Discussion

Both cognitive and behavioral gains were observed among students as a result of implementing the Song and Movement Method in the present study. In terms of cognitive development, students demonstrated a stronger capacity to memorize English tense formulas, while behaviorally, they exhibited greater enthusiasm, more active classroom participation, and an increased disposition toward engaging in learning activities outcomes that extended well beyond mere improvements in test scores.

The use of songs and physical movements as instructional strategies proved effective in fostering a more interactive and stimulating classroom environment. This approach encouraged students to take a more active role in their own learning, as reflected in their increased confidence when responding to questions, completing tasks, and presenting their understanding of tense patterns during the research implementation. The learning atmosphere shifted notably from one of passive information reception to one of active and enthusiastic participation.

The positive response shown by students in this study is consistent with the findings reported by Fitriani et al. (2025), who found that songs function as an effective medium for English learning because they encourage students to participate actively and create a more enjoyable classroom atmosphere. The integration of songs within the Song and Movement Method provided repeated exposure to language patterns which helped students memorize tense formulas more effectively.

A similar explanation can be found in Nunan's (2004) view of language learning which emphasizes the importance of meaningful and contextualized learning experiences. Through the Song and Movement Method, students learned English tenses by connecting grammatical concepts with familiar situations and everyday activities. The combination of rhythm, repetition, and physical response allowed students to associate language forms with memorable learning experiences which facilitated deeper understanding and retention.

The improvement in students' achievement can also be interpreted through the perspective proposed by Brown (2004), who explains that learners require adequate exposure, modeling, and repeated practice before they are able to use language independently. Throughout the research process, students observed models provided by the teacher, practiced sentence patterns repeatedly through songs, and reinforced their understanding through movement-based activities. Such repeated exposure enabled students to strengthen their mastery of tense formulas and gradually increased their confidence in using them.

The present study supports Asher's (1969) Total Physical Response theory, which highlights the role of physical activity in language acquisition. As students connected particular movements with specific grammatical structures, they developed stronger memory associations that helped them recall tense formulas more easily. The combination of auditory input, visual support, and physical movement created a multisensory learning experience that enhanced students' retention of the material.

The visual component provided through Canva also played an important role in reinforcing students' understanding of the material. Visual representations of tense formulas and sentence patterns helped students connect verbal explanations with visual cues. Rahmawati and Nurdianingsih (2022) explain that technology-supported learning materials can improve students' access to information and support more meaningful learning experiences. This finding aligns with the present study where visual reinforcement complemented the song and movement activities.

Further corroboration for the current findings comes from existing literature on song-based instruction in EFL contexts. The systematic literature review *English Songs as Learning Media to Teach EFL Students* highlights the positive impact of songs on learners' motivational levels, degree of participation, and retention of language content. Consistent with these findings, the present study also recorded increased student enthusiasm and more active engagement in classroom activities as a direct result of implementing song-based learning.

The significance of choosing suitable learning strategies in grammar acquisition is further corroborated by the study *Investigating Grammar Learning Strategy*

Employed by Student English Study Program. The implementation of the Song and Movement Method provided students with an alternative strategy that combined auditory, visual, and kinesthetic learning experiences and enabled them to memorize grammatical patterns more effectively than through conventional explanation-based instruction.

Data collected through tests, observation activities, interviews, questionnaires, and records of student participation indicate that combining songs, physical movements, and Canva based visual resources enhanced students' mastery of English tenses while also strengthening their motivation, confidence, participation, and engagement during classroom activities.

## CONCLUSION

This study demonstrates that the implementation of the Song and Movement Method supported by Canva-based visual media contributed significantly to improving students' ability to memorize English tense formulas among seventh-grade students at MTs Mamba'ul Huda. The improvement was reflected not only in students' academic achievement but also in their overall participation throughout the learning process as evidenced by the increase in the mean score from 61.48 in the pre-test to 84.26 in the post-test together with the substantial growth in the percentage of students who successfully achieved the Minimum Mastery Criterion from 29.63% to 88.89%.

The learning activities which integrated songs physical movements and visual reinforcement enabled students to experience English learning through multiple sensory channels while simultaneously creating a classroom environment that encouraged active participation and sustained attention. As students became involved in singing performing movements and interacting with the learning materials they demonstrated greater confidence motivation and enthusiasm during classroom activities which eventually supported their ability to retain and recall tense formulas more effectively.

Overall, the study demonstrates that the Song and Movement Method is an effective and engaging strategy for teaching English tenses at the junior high school

level because the integration of auditory, visual, and kinesthetic learning experiences helps students understand and memorize grammatical patterns more effectively while fostering a more interactive and enjoyable learning atmosphere.

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