

The Application of Total Physical Response (TPR) Method Through Songs to Improve Students' Vocabulary Mastery and Creativity: A Classroom Action Research at The First Grade

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Abstract: This study investigates the efficacy of using songs in conjunction with the Total Physical Response (TPR) method to enhance vocabulary mastering and creative thinking in EFL students. 36 first-grade students participated in two cycles of Classroom Action Research (CAR) at SMAN 03 Pamekasan. Students' low average score of 58 on the pre-test and initial observations indicated serious difficulties with vocabulary retention, spelling, pronunciation and accurate usage. TPR, which combines movement with language learning, was combined with songwriting exercises. In order to improve memory through dance and music, students worked in groups to compose and perform songs utilizing vocabulary words in the first cycle. Despite a 12.1% improvement in post-test scores, the results fell short of the minimal passing requirements set by English Teacher of SMAN 03 Pamekasan. Within the moment cycle, extra hone and anxiety-reducing measures, such as singing and acting out melodies some time recently testing, driven to a eminent advancement, with the normal score rising to 80. The think about found that the TPR strategy, when combined with tunes, altogether improved students' lexicon run, spelling, articulation, and exactness of utilization. Additionally, it cultivated more prominent understudy engagement, motivation, and inventiveness within the classroom. By and large, the investigate illustrates that TPR and tunes offer an compelling, intuitively approach to lexicon learning, making a difference understudies overcome challenges in dialect securing and making a more energetic and agreeable learning environment.

Keywords: Total Physical Respond, Song, Vocabulary Mastery and Creativity.

Introduction

One of the most difficult parts about learning a new language has to be vocabulary. Vocabulary become the important part in every languages. It is needed in communication, interaction even in writing concept. According to (Elmahdi & Hezam, 2020) It makes sense that lexicon encompasses a huge affect on how individuals utilize dialect. It is the premise of phonetic capacities. More vitally, it appears to serve as a establishment for social reality reflection, feeling advancement, scholastic capacity expectation, and communication. The importance of vocabulary in learning new language especially English needs Innovative teaching approaches, such as Total Physical Response (TPR) that have the power to help

teachers enhance their students' learning experiences. TPR is a way to teach language by teaching with body movements, so that if you move your hands like this then the gesture represents money, or doing something else and it helps us in retaining vocabulary naturally due to continuous learning (physical movement). As (Noviandari & Rustipa, 2023) said that The Total physical response method helps foster a calm learning atmosphere where students can enjoy learning and advance their foreign language communication skills. (Ángel, n.d. & Itmeizeh & Saleh Ibnian, 2022)

In another hand, The Total Physical Response (TPR) is a method for teaching language based on the coordination of speech and action. When using TPR, a teacher gives commands to students, who then act out the commands as they would a kind of choreography, with the teacher leading the way. "Walk to the door." "Open the door." "Shut the door." Of course, one way or another, all these commands involve the action of walking. And the last command, at least, also involves some door movement. The teacher can add some variety by saying "Walk BACK to the door," or "Walk to the window."

Education can be powerfully imbued with the effects of music. Not only does music engage both sides of the brain, but it also activates both hemispheres in the process, which is particularly helpful when rhythm and patterns are involved. Learning experiences with emotional or cultural connections are usually remembered more easily and for a longer duration. Moreover, memorization is more likely when songs are used—especially when those songs are sung in class. Students don't just memorize the lyrics, although they often do. When students memorize song lyrics, which are often repetitive in nature, they are also memorizing the new vocabulary embedded within those same lyrics.

TPR (Total Physical Response) and songs are a match made in educational heaven, (Viviane Hounhanou, 2020) said that Total Physical Response (TPR) is a method of teaching children vocabulary in English by having them physically respond to spoken commands. Through play and experimentation, children build social networks of communication, develop kinesthesia, and feel in control of their surroundings in a stress-free setting. When combining TPR, songs, and a little bit of creativity, it can make some very interactive and lively lessons in any subject area. The movements help students remember vocabulary when paired with the auditory/"song-like" quality of the lesson. The verbs "run," "jump," and "clap," for example, can be learned not just through direct instruction but by acting them out with a TPR-like quality and singing a song that contains these verbs.

The suitable collaboration of Total Physical Response (TPR) Method with song, the researcher intend to make a research about "The Application of Total Physical Response (TPR) Method Through Songs to Improve Students' Vocabulary Mastery and Creativity: A Classroom Action Research at the first grade of SMAN 03 Pamekasan" because the researcher found that many students got difficulties when learnt about English especially in writing and speaking skill because lack of vocabularies. Many researchers had already searched about Total Physical Response (TPR) method to Improve Students' Vocabulary Mastery such (Khakim & Anwar, 2020 & Li & Wen, 2022)

But for this research there is the differences media, this research was intended to see how the use of songs with TPR could increase vocabulary mastering alongside increasing student Creativity at SMAN 03 Pamekasan. This article explores the outcomes of a classroom

action research study on Nationalism which has some productive possibilities to offer in this regard.

Methodology

This research was conducted used classroom action research, or CAR for short. Classroom Action Research (CAR), according to Garpersz and Uktolseja (2020) cited in (Marsevani, 2022.), is reflective research that involves taking specific steps to enhance professional learning practices in the classroom. It plays a crucial role in scientific research as it establishes the caliber of research findings. Thus, by using Classroom Action Research, the researchers would assist students in enhancing their vocabulary skill by resolving difficultness issues.

This research used two cycle for the classroom action research, which is begin with observation. As (Yanuarto, 2020) said that Classroom Action Research (CAR) is the term for this kind of study. There were two (2) cycles allocated to the CAR. Each cycle in this study consists of the following stages: (1) planning; (2) action; (3) observation; and (4) reflection. (Elisa et al., 2023 & Tripathi, 2022)

This research took the first grade of SMAN 03 PAMEKASAN, which is consist of 20 female students and 16 male students. The first step in a research-designed teacher preparation program is planning. Next, the researcher made a number of plans, such as creating an open-access material, creating an assessment strategy, and deciding on evaluation standards. The researcher creates a plan and then carries it out during the Action stage. In the lesson, one of the researchers as the teacher. During observation, things are noted in the classroom, including interactions between students and teachers as well as amongst themselves. In addition to being an observer of classroom activities while Total physical response (TPR) method is being used to teach vocabulary, the researcher is a teacher who teaches vocabulary using the entire physical reaction technique.

Prior to implementing the cycle in the classroom, research is done through observations of the students to identify any difficulties they may be having learning language. For Researchers' analysis of student grade summary documents corroborated these results. Following their observations and analysis of the documents, the researcher used the cycle of total physical response (TPR) Method to expand their vocabulary. Additionally, students took a pre-test to determine their average grade for that class before using the TPR approach. Following that, the following categories were used to gauge the students' average vocabulary skills.

Table 1. The Rubric of Students' Vocabulary skill

Aspects	Poor 10 – 60	Enough 60-70	Fairy good 70 - 80	Good 80 - 90	Excellent 100
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Vocabulary Range	Uses very limited vocabulary. Struggles to recall basic words.	Uses simple words with frequent repetition. Limited variety of words.	Adequate vocabulary for common topics but lacks complexity.	Demonstrates a good range of vocabulary with some variety.	Demonstrates an extensive range of vocabulary with varied and precise word choice.
Spelling	Frequent spelling errors, even in simple words, which impede understanding.	Several spelling mistakes in common words, but message is somewhat understandable.	Some spelling mistakes, but they do not significantly affect understanding.	Rare spelling mistakes. Message is clear.	No spelling errors. Demonstrates excellent control of spelling.
Pronunciation	Pronunciation is unclear, causing difficulty in understanding.	Pronunciation errors often interfere with understanding.	Pronunciation is generally understandable, with occasional mistakes.	Pronunciation is clear with minor errors.	Pronunciation is clear and accurate.
Accuracy of Usage	Frequent misuse of words, resulting in unclear meaning.	Sometimes misuses words, leading to occasional confusion.	Generally uses words correctly but with some awkward phrasing.	Mostly accurate use of words, with few mistakes.	Consistently uses words accurately and appropriately in context.

Result and Discussion

The researchers did the study over a month period at SMAN 03 PAMEKASAN, with a focus on Students' Vocabulary Mastery and Creativity. First, the researcher observed the classroom environment for a weeks in October 2024, and the observation results showed that students in the Tenth grade had a lack of vocabularies in writing descriptive text. In order to support these findings, the researchers also conducted document analysis by giving students a pre-test to assess their descriptive writing.

Prior to starting the Total Physical Response (TPR) Method through Songs in the classroom, the researchers administered a pre-test and compiled the results of the previous descriptive writing document analysis. Thirty six students took the descriptive text with the same title for pre-test after the observations and document analysis. Out of the 36 students, the average pre-test score is 57.26, falling into the bad group.

Based on the observation the writing class was boring and there was no interesting in each student to understand about the material because lack of vocabularies. This is supported by observation results which show that students have not fully mastered the vocabularies used for descriptive text material. Some students cannot understand the use of vocabulary and how to pronounce it correctly.

Table 2. The Students' Average Pre-test Score

NO	Aspects	Pre-test Score	Category
1.	Vocabulary Range	57,5	Poor
2	Spelling	53,35	Poor
3	Pronunciation	60,5	Poor
4	Accuracy of Usage	60,5	Poor
	AVERAGE	58	Poor

Table 2 shows that the average score for the pre-test is 57.26. When researchers compare a student's average score to the rubric in Table 1, for instance, they find that the student's score falls into the poor category.

The Total Physical Response (TPR) approach was used in the research's first cycle. With the use of this method, kids actively participated in group collaboration to compose a song, fusing language acquisition with dance. Through the incorporation of movement into the songwriting process, students were able to collaborate with one another while simultaneously strengthening their vocabulary in an entertaining and useful way.

Additionally, students have to expand their vocabulary by looking up and using new words in context during the songwriting process. Along with learning word definitions, they also learnt efficient word usage in a creative, practical job. Using a deeper cognitive connection made possible by the integration of language, movement, and music, the students were better able to remember vocabulary than they would have using more conventional memorizing methods.

Through that ways, this strategy give an immersive learning experience that enhanced students' language comprehension and retention. The learning process became more lively and pleasurable when music and movement were combined, which increased interest an involvement. In another hand, this method also improved drive and self-assurance when speaking English. Students developed a more positive attitude toward learning English as they were more at ease experimenting with new words and phrases.

The first cycle took place on Tuesday, October 8, 2024. Using the total physical response (TPR) method, the researcher instructed students to create groups of four people for this cycle. Using this approach, the researcher gave each group ten vocabularies to use in the composition of a song. In addition, the researcher instructed each group to dance in sync with the words they were using. Every student looked excited and content to engage with the group members during this process. After making a song, the researcher gave a week for all students to sing the song and memorize the vocabularies with the song that student's made with the explanation of the vocabularies in individual.

After one week of memorizing them with the application of the total physical response method, it was complete, then the researcher gave a post-test. Where the post test was 36 students. The students came to the front of the class in turn and they were asked

several questions related to the vocabulary, then the researcher asked each student to develop their vocabulary into a descriptive paragraph which was the material at that time. Then, researchers assess and compare students' vocabulary skill during the pre-test and post-test in cycle 1.

In comparison to the pre-test conducted prior to the total physical response (TPR) method's execution, the posts' value has increased following the implementation of the method. However, the researchers are not really satisfied with the post-test results because the students still fall short of the 80-point minimum requirement set by English teacher in SMAN 03 PAMEKASAN. Table 3 displays the findings of the first post-test cycle.

Table 3. The Students' Average Pre-test & Post-test 1 Score

NO	Aspects	Pre-test Score	Post-test 1 Score	Improvements
1.	Vocabulary Range	57,5	70.5	13
2	Spelling	53,35	69,5	16,15
3	Pronunciation	60,5	70,15	9,65
4	Accuracy of Usage	60,5	70,15	9,65
	AVERAGE	58	70	12,1

As can be seen in Table 3 above, the pre-test average score was 58, and the post-test 1 average score was 70. Thus, cycle 1's average improvement score between the pre- and post-tests was 12.1%. Although the pupils' vocabulary abilities have improved, this is an exceptional achievement because the average score from the first pre- and post-test has not yet met the minimum requirement set by English teacher in SMAN 03 PAMEKASAN.

The researchers made the decision to carry out the cycle once. The goal is to surpass the a higher score. Researchers' observations found that anxiousness is a contributing factor to students' subpar pre-test performance. Students need time to recall when took the tests in front of the class since they got jokes from another students that make them anxious and sometimes even forget.

The difference between the implementation of the second cycle with the first cycle is other students received a strong warning not to bother another friends during the test. In addition, in an effort to improve memory and defuse tension in the classroom, students are urged to sing and act out the song they wrote before the test begins. The results of the second post-test showed a dramatic improvement in the students' performance, while some remained nervous and lack confidence. But a lot of them got better. The result can be seen in Table 4.

Table 4. The Students' Average Post-test 1 & Post-test 2 Score

No	Aspect	Post-test 1 Score	Post-test 2 Score	Improvement
1.	Vocabulary Range	70,5	79	7,5
2.	Spelling	69,5	85	15,5
3.	Pronunciation	70,15	80	9,85
4.	Accuracy of Usage	70,15	76	5,85
	AVERAGE	70	80	9,68

Table 4 displays the average score that was attained through improvement in the first and second post-tests. It yields a score of 70 in cycle I. Within The researcher held cycle 2 even though the average score for the vocabularies skills in the first post-test was good because it had improved from the pre-test score but had not yet attained the minimum requirement set by English teacher in SMAN 03 PAMEKASAN. It was 80 in cycle II, in contrast. The average value in the first post-test 2 indicates improvement. Because researchers gave students greater preparation such as having them perform songs they had written using the Total physical response (TPR) method a second cycle is feasible and was more beneficial in enhancing students' vocabulary skills. Next, the average score increase from the 1st post-test and 2nd post of 9.68%. From the result above, Total Physical Response (TPR) Method is successful The Application of Total Physical Response (TPR) Method Through Songs is successful to Improve Students' Vocabulary Mastery and Creativity at the first grade of SMAN 03 PAMEKASAN as the state of (Hue, n.d.) The majority of students express satisfaction with the way TPR is used to teach and acquire English language abilities. This approach can help learners become more immersed in an English-speaking context, which has multiple advantages for vocabulary acquisition. (Bulan & Kasapoğlu,2021,VivianeHounhanou,2020).

Besides, based on the result that found by the researcher has a contradicted result with (Dweikat et al., 2023) who found that Total Physical Response is not really give impact to develop vocabulary skill.

Conclusion

This study demonstrates that the combination of the Total Physical Response (TPR) method with songs is an effective approach to improving students' vocabulary mastery and creativity in an EFL classroom. Conducted as a Classroom Action Research (CAR) at the first

grade of SMAN 03 Pamekasan, the intervention significantly increased students' vocabulary skills in areas such as vocabulary range, spelling, pronunciation, and accuracy of usage. The average student score improved from 58 in the pre-test to 80 in the second post-test, indicating a substantial positive impact on language learning outcomes.

The use of physical movement, paired with music, created a dynamic and interactive learning environment that engaged students more deeply. This multi-sensory approach not only helped students retain vocabulary more effectively but also fostered greater enjoyment and participation in the learning process. Furthermore, the inclusion of songs in the lessons reduced student anxiety, boosted their confidence, and enhanced their motivation to learn English.

Overall, the findings of this research support the use of innovative teaching methods like TPR and music in language education, particularly in vocabulary acquisition. This approach encourages a more engaging, student-centered learning experience and can be applied to various language learning contexts. Future research could further explore the long-term benefits of this method and its applicability to other language skills beyond vocabulary.

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