

Improving English Vocabulary Mastery with the TPR Method Through Realia Media in Elementary School Students

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ABSTRACT

Language is a very important communication tool in human life. Through language, humans can convey their messages, ideas, thoughts, and feelings to others, and with language, we can also channel various information to others. This study aims to improve the mastery of English vocabulary with the TPR method through realia media in grade V students of SD IT Insan Qur'Ani. This research method includes a type of classroom action research with the research subject of 50 students in grade V of SD IT Insan Qur'Ani, totaling 50 students. The design of this study uses the kemmis and taggart models which are carried out in two cycles. The study results show that using the TPR method through realia media can improve students' English vocabulary mastery. The increase in students' English vocabulary mastery can be seen from an increase in the aspect of reciting vocabulary from before the action is carried out to cycle II by 0.48, the increase in the aspect of reading vocabulary from before the action is carried out to the second cycle by 0.48, the increase in the aspect of writing vocabulary from before the action is carried out until the second cycle by 0.48, the increase in the aspect of interpreting vocabulary from before the action is carried out until the second cycle is carried out by 0.16. The increase in the aspect of using vocabulary in learning from before the action was carried out to the second cycle was 0.48 and the average score obtained before the action was taken was 51.8 with a percentage of completeness of 8%, after the action was carried out in the first cycle the average score of students became 80.4 with a percentage of completeness of 68% during the learning process. After the second cycle of action, the average score of students became 86.4 with a completion percentage of 88% during the learning process.

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1. INTRODUCTION

Language is a very important communication tool in human life. Through language, humans can convey their messages, ideas, thoughts, and feelings to others, and with language, we can also channel various information to others. Language requires the use of vocabulary teaching techniques that have received attention in the field of foreign language learning (Obloberdiyevna D S, 2022).

Schmitt (2000) states that understanding the nature and importance of vocabulary knowledge in a second language. It is, therefore, necessary to play a much more central role in the language teacher's knowledge base (Agustin & Ayu, 2021). Because the role of vocabulary is important for communication, the communication carried out can run smoothly if the language used can be understood and understood by the other person. The quality of a person's language skills depends on the quantity and quality of vocabulary they have. Vocabulary is one of the aspects of language that must be learned. Learning vocabulary is the most important thing in learning English. Vocabulary, or vocabulary in English, is an important component of language (Indah Sari, Anni Holila Pulungan, & Rahmad Husein, 2020). Mastering vocabulary well can connect the four skills of speaking, listening, reading and writing. As stated by Nunan, "vocabulary is an important part that makes it easier to use a second language, because without a correct vocabulary, language will not be able to function structurally and will be difficult to understand."

It is known that vocabulary is the basis for communication which is indispensable. We cannot speak, write, and understand what we read without a vocabulary set. Mastering vocabulary is mandatory in learning a foreign language (Karami, 2019). Without adequate vocabulary, we cannot communicate effectively and cannot express ideas. Vocabulary can be formed through oral and written forms. The richer the vocabulary we have, the more likely we are to be skilled in language. The skill in expressing ideas or ideas in English, both oral and written, is greatly influenced by the many vocabulary that has been known and understood about various things in addition to knowledge of English Grammar (Lascano Pérez & Altamirano Carvajal, 2023).

If this problem is really understood, then it can be understood how important it is to teach systematic vocabulary in schools as early as possible. The quantity and quality of a student's vocabulary also determine his success in life. According to Tarigan (1984), elementary school students have some difficulties in learning a language, especially if they only have some ability to memorize vocabulary. Teaching vocabulary should be a top priority in teaching English (Akinwamide & Oguntade, 2023). The learner or student must be well-trained to improve his or her vocabulary knowledge. At the early level of learning English, it is better to teach vocabulary, and students can learn grammar when looking up the meaning of words in the vocabulary itself if the learner or student has a decent or sufficient vocabulary base (Gao & Pan, 2023). The proportion of teaching materials for elementary school students differs from adult learners. Teaching materials to students emphasize the ability to enrich their English vocabulary. The way of teaching vocabulary is also not the same as teaching vocabulary for adult learners.

Based on the review, how students learn vocabulary effectively is a fundamental issue. In other words, finding out how students master vocabulary is the main reason for vocabulary learning research. Various obstacles and problems in learning must be corrected and analyzed using more interesting and fun methods and media. The use of interesting learning methods and media aims to make students more motivated to achieve the expected competencies (Mogale & Malatji, 2022).

According to Solihatin (2014), realia media is a real object that can be used as learning material that does not have to be held in class, but can be done through direct exploration to the real location. It can be concluded that media is any form and channel that channels messages/information from the source of messages to recipients who have the ability to stimulate communication (Chen, Kong, Gao, & Mo, 2018). reflect, arouse enthusiasm, attention, and willingness in students so as to obtain knowledge, skills, or attitudes in accordance with the purpose of the knowledge conveyed. The media also mediates with teachers to present problems/messages that cannot be seen directly by students but can be explained indirectly through the media.

In addition, to master English vocabulary, an interesting method is needed. One of the interesting methods of learning English vocabulary is the Total Physical Response (TPR) method. In implementing the TPR method, the students listen to and respond to the commands spoken by the teacher (Mustafa, 2022). If they can carry out the teacher's commands, it indicates that they understand what the teacher is instructing.

The study aimed to describe the steps of the learning process using the Total Physical Response method using Relia media to improve vocabulary mastery in grade V students at SD IT Insan Quran and analyze the results. It is hoped that with this research, teachers can take advantage of the use of reliable media in conveying learning about English vocabulary mastery and increase the effectiveness of learning in mastering vocabulary through reliable media.

2. METHODS

This research is included in the Classroom Action Research. The purpose of this study is to improve the mastery of English vocabulary of grade V elementary school students. The research design used in this study is the Kemmis and Taggart models. The subjects in this study are students in grade V of SD IT Insan Qur'ani Bener Meriah Regency for the 2025/2026 school year, with a total of 50 students, consisting of 23 males and 27 females. Meanwhile, the object of using the method in this study is the TPR (Total Physical Response) method through realia media to improve students' vocabulary mastery. This research is planned to be carried out in January 2025.

Each cycle is carried out in 2 meetings with the aim that students and teachers can adapt to the learning methods used. The research plan used in this study is Classroom Action Research in one cycle consisting of four steps, namely Planning, Action or Action (Actin), Observation (Observing), and Reflection (Reflecting). The data in this study consists of quantitative data and qualitative data. Quantitative data is in the form of students' vocabulary scores (Bukit, 2022). Data was collected based on techniques: Pre-test: Before the author carried out the teaching process, the author gave a pre-test first to determine the extent of the student's vocabulary ability. Post-test: The author carried out a post-test to measure students' vocabulary skills after TPR was implemented, then compared it with the results of the pre-test that had been carried out at the first meeting (Kartini, 2023). Qualitative data in the form of field notes, interview transcripts, observation sheets and photographs. Data collection used test and non-test methods.

The analysis of research data used in this study uses descriptive and qualitative quantitative data analysis. Miles & Huberman state that the analysis consists of three activities that occur simultaneously: data reduction, data presentation, and conclusion/verification. In this study, the triangulation used is a triangulation of data sources, which directs the research so that in collecting data, it is mandatory to use a variety of existing data. Triangulation utilizes different types of data sources to dig into similar data.

3. FINDINGS AND DISCUSSION

Based on the initial stage observations, it is known that students' English vocabulary mastery is still low. This condition is supported by English subject teachers who stated that students' learning activity in the language, especially English, is still very lacking. Because teachers as facilitators not only teach English lessons but also as homeroom teachers who also teach other subjects such as Citizenship, Science, and Social. As a result, the learning outcomes in English subjects are not satisfactory. The average student score for each aspect of English vocabulary mastery before taking action is as follows;

Table 1. Average Student Scores of Each Aspect of English Vocabulary Mastery Before Action.

Yes	Aspects assessed	Average Student Score
1.	Interpreting vocabulary	1,4

2.	Reading vocabulary	1
3.	Reciting vocabulary	1,1
4.	Writing vocabulary	1
5.	Using vocabulary	1,04

Table 1 above explains that the average score of students achieved in interpreting vocabulary is 1.4. The average score of students in the aspect of reading vocabulary is 1. The average score of students in the aspect of reciting vocabulary is 1.1. The average score of students in the aspect of writing vocabulary is 1. The average score of students in the aspect of using vocabulary in learning was 1.04. The average value of each aspect shown before the action is still far from the maximum score set for each aspect. This is due to the lack of students' ability to master vocabulary, so, action is needed to improve students' English vocabulary mastery.

The test is carried out to determine the students' initial ability regarding mastery of English vocabulary. This test consists of 10 multiple-choice questions, according to Table 2;

Table 2. Frequency Distribution of Students' Initial Ability Test Scores in English Vocabulary Mastery

No	Value Range	Frequency	Percentage
1.	91-100	0	0%
2.	71-90	4	8%
3.	61-70	4	8%
4.	51-60	14	28%
5.	31-50	18	36%
6.	10-30	10	20%

The table above shows that as many as 4 students, with a percentage of 8% of students, got a score of 71–90. A total of 4 students with a percentage of 8% got a score of 61–70. A total of 14 students, with a percentage of 28%, got a score of 51–60. A total of 18 students, with a percentage of 36%, got a score of 31–50. A total of 10 students with a percentage of 20% got a score of 10–30. The students' initial ability test results in mastering English vocabulary are as follows.

Table 3. Results of the Student Initial Ability Test in English Vocabulary Mastery

Total Student Scores	2590
Average Student Score	51,8
Incomplete	34
Conclusion	4
Highest Score	90
Lowest Score	30
Presented	8%

The table above shows that the average number of students' initial ability scores is 51.8. These results show that students still have difficulty mastering English vocabulary. Based on the results of observation and initial ability tests of students, actions are taken so that students' mastery of English vocabulary can improve.

Application of TPR Method Learning

Before carrying out cycle actions, researchers and teachers have agreed that actions will be carried out in 2 cycles and one cycle in 2 meetings.

Cycle I

The presentation of the cycle consisting of planning, treating actions and observations, and reflection is outlined as follows: Before starting the action in cycle I, the researcher plans the actions in the first cycle, including the preparation of the Learning Implementation Plan (RPP), learning materials, and tests that will be tested in cycle I. In cycle I, the material presented is the parts of our body that work together (Ainis Rohtih, Saifuddin Hamzah, & Sakdiyah, 2023).

At the action stage, the researcher carried out the planning that had been made beforehand. The implementation of the first cycle of actions was two meetings. The first meeting was held on Tuesday, January 7, 2025, with learning materials on parts of our body that work together. English Learning at 08.40 WIB and ends at 09.10 WIB. Core activities are carried out by applying the previous learning model. In the closing activity, the researcher gave students the opportunity to ask questions. Researchers and students jointly conclude the subject matter. At the end of the lesson, the researcher closed the lesson with a greeting and did not forget to motivate students to continue learning.

Second meeting

The second meeting will be held on Wednesday, January 08, 2025. Learning began at 08.40 WIB and ended at 09.10 WIB. The material taught at this meeting is to continue learning about "parts of our body that work together." The initial activities to the core activities run according to the methods applied. In the closing activity, the researcher gave students the opportunity to ask questions. Students and researchers jointly conclude the subject matter. At the end of the lesson, students work on 10 post test questions in the form of multiple choice. The researcher gave a moral message to the students after all the students collected the answers from the questions shared. The researcher closed the lesson with a greeting.

The results of the first cycle of student ability tests contain the results of the average student score on each aspect of English vocabulary mastery and the results of the ability test based on test questions (Kohne, 2019). The average student score of each aspect in mastering English vocabulary in cycle I can be seen as follows.

Table 3. Average Student Score of Each Aspect of English Vocabulary Mastery Cycle I.

Yes	Aspects assessed	Average Student Score
1.	Interpreting vocabulary	1,48
2.	Reading vocabulary	1,02
3.	Reciting vocabulary	1,14
4.	Writing vocabulary	1,02
5.	Using vocabulary	1,08

Table 3 above explains that the average score of students in interpreting vocabulary is 1.48. The average score of students in the aspect of reading vocabulary was 1.02. The average score of students in the aspect of reciting vocabulary was 1.14. The average score of students in the aspect of writing vocabulary is 1.02. The average score of students in the aspect of using vocabulary in learning was 1.08 in cycle I.

The test results are carried out to determine students' initial ability to master English vocabulary. This test consists of 10 multiple-choice questions. The test scores of students' initial ability to master English vocabulary are as follows.

Table 4. Students' initial ability test scores

No	Value Range	Frequency	Percentage
1.	91 – 100	5	10%
2.	71 – 90	19	38%
3.	61 – 70	12	24%
4.	51 – 60	4	8%
5.	31 – 50	-	0%
6.	10 – 30	-	0%

Table 4 above shows that as many as 5 students with a percentage of 10% of students got a score of 91–100. A total of 19 students with a percentage of 38% got a score of 71–90. A total of 12 students with a percentage of 24% got a score of 61–70. A total of 4 students with a percentage of 8% got a score of 51–60. A total of 0 students with a percentage of 0% got a score of 31–50. A total of 0 students with a percentage of 0% got a score of 10–30. There was an increase in the frequency of students who got a score of 71–90, from 6 students with a percentage of 12% to 24 students with a percentage of 48%. The results of the student ability test in cycle I are seen in the table as follows.

Table 5. Results of Student Ability Test in Cycle I

Total Student Scores	4020
Average Student Score	80,4
Incomplete	16
Conclusion	34
Highest Score	100
Lowest Score	60
Presented	68%

Table 5 above shows that the average student score increased from 51.8 on the initial ability test to 80.4. The increase that occurred in the first cycle has not been maximized because it has not reached the criteria for research success that have been set, which is 80% of students who obtained a minimum score of 60.

Reflection is a step to reassess the actions that have been taken during cycle I. The researcher carries out reflection. The results of the reflection carried out by the researcher show that there has been an increase in activities carried out by students and researchers as teachers in accordance with the results of the students' post-test at the end of learning. This can be seen from the average student score of 80.4 in the first cycle ability test.

Cycle II

Cycle II was held in two meetings. The first meeting was held on Tuesday, January 14, 2025, with the material "wash your hands". The second meeting was held on Wednesday, January 15, 2025 with material to continue learning about "wash your hands". Cycle II also goes through three stages, namely planning, taking action, observation, and reflection. The first meeting will be held on Tuesday, January 14, 2025. Learning began at 08.40 WIB and ended at 09.10 WIB. The material taught at this meeting is about "wash your hands".

In the initial activity, the researcher entered classroom V with a series of processes. In the core activity, the researcher provided vocabulary and the meaning of words by writing the vocabulary about "washing hands" on the board and conducting questions and answers. In the closing activity, the researcher and students jointly concluded the subject matter that had been learned. The researcher

gave a message to the students to memorize the vocabulary. The researcher reminded the students to continue learning because at the next meeting, it was done to sing together and practice it in front of the class. The researcher closed the lesson with a greeting.

Second meeting

The second meeting in cycle II will be held on Wednesday, January 15, 2025. Learning starts at 08.40 WIB and ends at 09.10 WIB. The material taught at this meeting is to continue learning about "wash your hands". In the initial activity, the researcher entered classroom V with a series of processes, and in the core activity, the researcher asked the students to open their notebooks and check the students' notebooks that the students had written the vocabulary and song lyrics about "wash your hands" in their notebooks and the teacher applied the TPR method using relia media. Observations are made during the learning process. In the implementation of the first cycle, the researcher tried to apply the TPR method and use relia media in learning English vocabulary followed by questions and answers.

Results of Student Ability Test in Cycle II

The results of the first cycle of student ability tests contain the results of the average student score on each aspect of English vocabulary mastery and the results of the ability test based on test questions. The average student score for each aspect of mastering English vocabulary in cycle II can be seen as follows.

Table 6. Average Student Score of Each Aspect of English Vocabulary Mastery Cycle II.

Yes	Aspects assessed	Average Student Score
1.	Interpreting vocabulary	1,56
2.	Reading vocabulary	1,48
3.	Reciting vocabulary	1,58
4.	Writing vocabulary	1,48
5.	Using vocabulary	1,52

Table 6 above explains that the average score of students in interpreting vocabulary is 1.56. The average score of students in the aspect of reading vocabulary was 1.48. The average score of students in the aspect of reciting vocabulary is 1.58. The average score of students in the aspect of writing vocabulary is 1.48. The average score of students in the aspect of using vocabulary in learning was 1.52 in cycle II.

The results of the student ability test were obtained after students worked on test questions consisting of 10 multiple-choice questions. Test questions are distributed at the end of the lesson. The results of the student ability test in cycle II are seen in the table below.

Table 7. Frequency Distribution of Student Ability Test Score Cycle II in English Vocabulary Mastery.

No	Value Range	Frequency	Percentage
1.	91 – 100	12	24%
2.	71 – 90	32	64%
3.	61 – 70	6	12%
4.	51 – 60	-	0%
5.	31 – 50	-	0%
6.	10 – 30	-	0%

Table 7 above shows that as many as 12 students, with a percentage of 24% of students, got a score of 91–100. A total of 32 students, with a percentage of 64%, got a score of 71–90. A total of 6 students with a percentage of 12% got a score of 61–70. No students score 51–60, 31–50 and 10–30. The results of the student ability test in cycle II are seen in the table below.

Table 8. Results of Student Ability Test in Cycle II

Total Student Scores	4320
Average Student Score	86,4
Incomplete	6
Conclusion	44
Highest Score	100
Lowest Score	70
Presented	88%

Table 8 above shows that the average student score increased from 80.4 in the first cycle ability test to 86.4 in the second cycle ability test. The results of the reflection carried out by the researcher show that there has been an increase in activities carried out by students and researchers in accordance with the results of the students' post-test at the end of learning. This can be seen from the average student score of 86.4 in the second cycle ability test.

The results of the ability test in cycle II have increased. Increase by 6. and has achieved the research success criteria that have been set, which is 80%. Therefore, the research is sufficient in cycle II.

Improving English Vocabulary Mastery with the TPR Method Through Realia Media

Improvement of English vocabulary mastery through the use of realia media in this study contains the results before the action is taken until the end of cycle II and a comparison of the improvement from before the action is taken until the action is carried out in cycle I and cycle II. Based on the results of the pre-test and post-test in cycles I and II, it shows that the mastery of English vocabulary of grade V elementary school students has increased after the use of media in the learning process. The increase in the average student score for each aspect of English vocabulary mastery can be seen here;

Table 9. Increase in Average Student Scores Each Cycle on English Vocabulary Mastery

No	Aspects assessed	Pre-Actions	Cycle I	Cycle II
1.	Interpreting Vocabulary	1,4	1,48	1,56
2.	Reading vocabulary	1	1,02	1,48
3.	Reciting vocabulary	1,1	1,14	1,58
4.	Writing vocabulary	1	1,02	1,48
5.	Using vocabulary	1,04	1,08	1,52

Table 9 above shows that there is an increase in the average score of students in each cycle in each aspect in the improvement of English vocabulary mastery. The increase in the average score of students in the aspect of interpreting vocabulary from pre-action to action cycle II was 1.48. The increase in the average score of students in the aspect of reading vocabulary from pre-action to action cycle II was 1.46.

The increase in the average student score in the aspect of reciting vocabulary from pre-action to action cycle II was 1.54. The increase in the average score of students in the aspect of writing

vocabulary from pre-action to action in the second cycle was 1.46. The average increase in students' scores on the aspect of using vocabulary in learning from pre-action to action cycle II was 1.48. The increase that occurs in every aspect of vocabulary mastery is because teachers have used media in learning English vocabulary.

The diagram of the average increase in students' scores of each aspect of English vocabulary mastery from before the action to the action of cycle II is as follows;

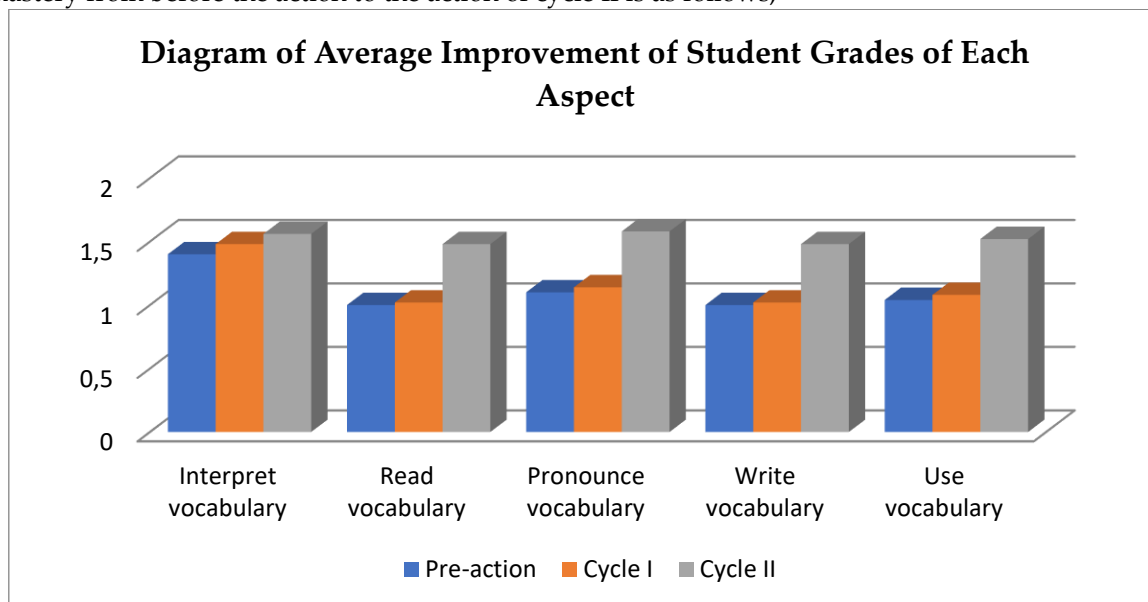


Figure 1. Diagram of Average Improvement of Student Grades of Each Aspect

The maximum value is achieved in the aspect of reciting vocabulary because, during the learning process, the teacher uses the TPR method, which combines commands, speech, and movements. Media realia in this case helps the use of the TPR method where objects are directly shown to students to help students interpret vocabulary in each cycle II the researcher and students jointly write down the vocabulary that has been done and reread it to each student using the media realia, so that each student gets the opportunity to use vocabulary. This shows that using realia media can improve students' mastery of English vocabulary.

The results of the initial proficiency test, cycle I test, and cycle II test are also used as indicators of whether or not there is an increase in English vocabulary mastery of grade V students of SD IT Insan Qur'ani. These are the results of the student's English vocabulary mastery test;

Table 10. Results of the Student English Vocabulary Mastery Test

Information	Pre-Actions	Cycle I	Cycle II
Total Student Scores	2590	4020	4320
Average	51,8	80,4	86,4
Incomplete	34	16	6
Conclusion	4	34	44
Highest Score	90	100	100
Lowest Score	30	60	70
Presented	8%	68%	88%

Table 10 above shows that students' English vocabulary mastery has increased. The average score of the first cycle test increased by 28.6 from the initial ability test, and the second cycle test increased by 6 from the first cycle test.

Based on the data above, there was an increase in students' English vocabulary mastery. The average score of grade V students of SD IT Insan Qur'ani Regency Bener Meriah has increased from the initial ability test (before action is taken), action in cycle I and action in cycle II. The following is a diagram of the average student score.

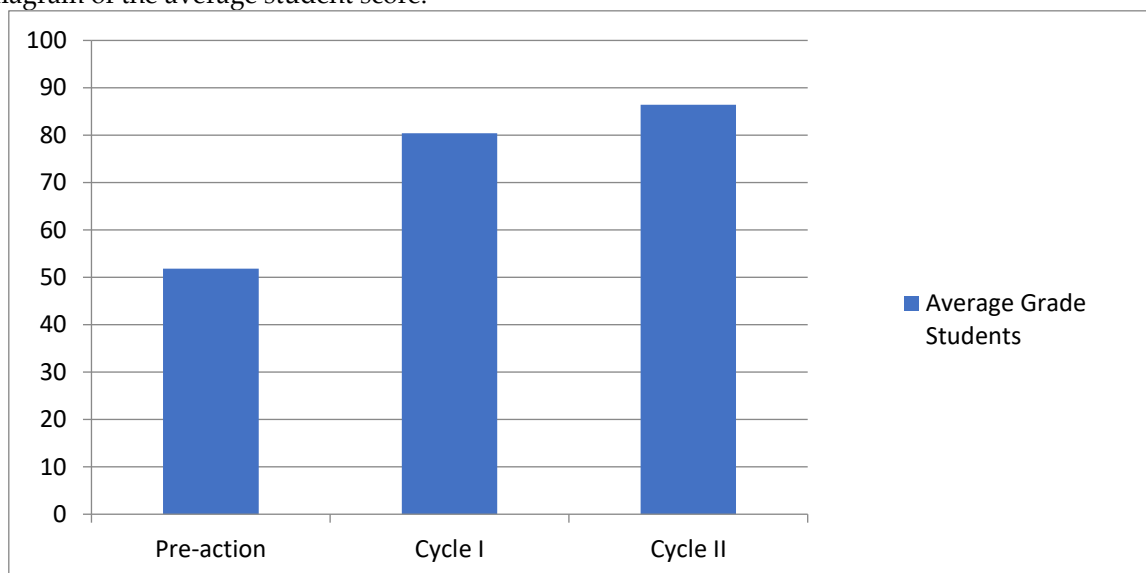


Figure 2. Diagram Average student grades

The average student score before the action was 51.8. In the first cycle, the average student score increased to 80.4. The average student score in cycle II increased from cycle I to 86.4. The average increase before the action was taken until the second cycle of action was carried out was 57.8.

The achievement of the success criteria of grade V students of SD IT Insan Qur'ani has increased from the initial ability test (before action is taken), actions in cycle I and actions in cycle II. The achievement of success criteria can be seen from the number of students who have met the value of the success criteria. The comparison of the number of students who have achieved the success criteria with students who have not reached the success criteria affects the percentage of achievement. The following is a diagram of the percentage of student completion.

Discussion

The discussion described the results of research on improving English vocabulary mastery with the TPR method through realia media in grade V students of SD IT Insan Qur'ani. Based on the results of the study show that using the TPR method through the use of realia media can improve the mastery of English vocabulary of grade V students of SD IT Insan Qur'Ani Bener Meriah Regency. In the initial observation, teachers have not used learning methods and media optimally in learning, so the learning of English vocabulary taught by teachers is not optimum (Tai, Chen, & Todd, 2022). The teacher only gives the meaning of the word orally and does not give the opportunity to students to read and pronounce the English vocabulary that they are learning in depth so that when the initial ability test is carried out, the average number of students is 51.8 with a completion percentage of 8%. This shows that there are still 34 students who have not completed the set completion criteria, namely 80% of the number of students who have reached a score of 30.

Judging from the students' scores, every aspect of English vocabulary mastery is also still low. The aspect of writing vocabulary and using vocabulary in learning for all students is still included in the indicator that students are not able to write and use vocabulary in learning (Febriani, Widayanti,

Saputra, Safutri, & Bedra, 2023). In terms of interpreting vocabulary, as many as 20 students have been able to interpret vocabulary, and as many as 30 students have not been able to interpret vocabulary. Therefore, action is needed in learning English to overcome problems that occur in the mastery of students' English vocabulary.

In the first cycle, the researcher who acted as a teacher had used the TPR method and realia media. Real media is used to provide context for words and the meaning of new words taught to students. The realia media used in the first cycle is in the form of the names of parts of our body that work together written in English vocabulary. This is in accordance with the opinion put forward by Thronbury (2001) that alternatives that can be used to assist teachers in interpreting and explaining real objects can be demonstrated by using real objects, images, or imitations (Jamiah, Fatmawati, & Purwaningsih, 2019). The realia media used in cycle I contains about the object explained so that when the teacher shows the object directly to the students, they understand the teacher's explanation. This makes it easier for students in the aspect of interpreting vocabulary. After using realia media, there was an increase in mastery of English vocabulary. The increase in English vocabulary mastery can be seen from the increase in grades and the number of students in each aspect of their vocabulary mastery.

In the aspect of interpreting vocabulary, as many as 28 students can interpret vocabulary in cycle II. The increase in the aspect of interpreting vocabulary can be seen from before the action was taken, only 20 students who could interpret vocabulary increased to 28 students who could interpret vocabulary. The increase occurred as many as 8 students who could interpret vocabulary after the second cycle was carried out. There are 22 students who have not been able to interpret vocabulary because there are still many students who are not correct in interpreting vocabulary when using the TPR method through realia media.

The aspect of reading vocabulary in the first cycle as many as 1 student can read vocabulary. The increase that occurred was 24 students who could read vocabulary from before it was done no students could read vocabulary. There are still 26 students who have not been able to read vocabulary. This is because when teachers use the TPR method through realia media, some students are still focused on the movements made by the teacher so that students are considered not to be able to read vocabulary properly and correctly (Stansfeld, Clark, Smuk, Gallacher, & Babisch, 2021).

The aspect of reciting vocabulary in the first cycle as many as 7 students can pronounce vocabulary. The increase that occurred was that as many as 2 students could pronounce vocabulary from before it was done there were 5 students who could pronounce vocabulary. 45 students have not been able to pronounce vocabulary because when using the TPR method through realia media, students have not pronounced their vocabulary. Only 5 students pronounced the vocabulary.

Aspect of writing vocabulary in the first cycle, as many as 1 student can write vocabulary since before the action was carried out, no student could write vocabulary. This is because before taking action, the teacher does not pay attention to the student's writing to write the vocabulary he learns. After the first cycle of action, the researcher acting as a teacher has given students the opportunity to write the vocabulary they have learned, but in learning, students are very difficult to write, so the teacher has to go around the whole class so that students can write the vocabulary that has been learned (Elhawwa, 2022).

The aspect of using vocabulary in the first cycle as many as 4 students can use vocabulary in learning from before the action was carried out, only 2 students were able to use the vocabulary that had been taught in learning. Because only a few students are able to answer questions from teachers regarding the material "parts of our body that work together". During the learning process, the researcher only found 2 students who tried to use vocabulary regarding the material "body parts" in learning.

After the test was carried out at the end of the first cycle, it was seen that there was an increase in the average student score from before the action was carried out by 51.8 to 80.4. The increase in the average student score was 28.6 in cycle I. This research continued in cycle II because in cycle I had not

reached the set completion criteria, namely 80% of the number of students reaching a score of 60 and every aspect of English vocabulary mastery still needed improvement and had not received a maximum score of 2, namely students had been able to do every aspect of vocabulary mastery in their learning.

In cycle II, researchers who acted as teachers used the TPR method through realia (real) media in the form of soap, water, each limb and tissues and audio-visual. Soap media and their respective limbs, namely both hands, are used to attract students' attention and help students in repeating and reinterpreting the vocabulary that has been taught. Using realia (real) media helps teachers in reciting vocabulary and explaining and inviting students to sing and learn English vocabulary.

The realia media used in cycle II is an improvement on the realia media that has been used in cycle I. The media used in cycle II sings together while practicing outside the classroom how to wash hands correctly in English. This is done to reduce student confusion that occurs in cycle I. Increased mastery of English vocabulary can be seen after the use of real realia media in cycle II.

The increase in English vocabulary mastery can be seen from the increase in the number of students who almost reach the maximum score. In the aspect of interpreting vocabulary, as many as 28 students can interpret vocabulary. The increase that occurred as many as 4 students could interpret vocabulary from cycle I as many as 24 students could interpret vocabulary. There are 22 students who have not been able to interpret vocabulary because there are still many students who are not correct in interpreting vocabulary when using the TPR method through realia media by showing their respective objects or body parts and when answering questions orally by the teacher (Lee, Hoe Looi, Faulkner, & Neale, 2021).

The vocabulary reading aspect in cycle II was achieved by 24 students who could read vocabulary. The increase was 23 students who could read vocabulary from cycle I as many as 1 student who could read vocabulary. 26 students have not been able to read vocabulary. This is because when teachers use the TPR method through realia media, students focus on real movements and objects displayed by teachers.

The aspect of pronouncing vocabulary obtained by students in cycle II as many as 29 students can pronounce vocabulary. The increase occurred with 22 students who could pronounce vocabulary from cycle I and 7 students who could pronounce vocabulary. All students can pronounce washing hands vocabulary because all students have pronounced vocabulary while singing accompanied by music, so the maximum score is achieved by students in the aspect of pronouncing English vocabulary.

The aspect of writing vocabulary obtained by students in the second cycle as many as 24 students have been able to write vocabulary. The increase that occurred was 23 students who could write from cycle I as many as 1 student who could write vocabulary. In cycle II, the teacher has given students the opportunity to write by copying the lyrics of the song into their respective notebooks. Most of the students follow the teacher's orders so that there is an increase in writing vocabulary.

The aspect of using vocabulary increased in the second cycle as many as 26 students have used vocabulary in learning. Meanwhile, in the first cycle, only 4 students have used vocabulary in class. The increase in the use of vocabulary in learning is due to the fact that teachers practice directly using the TPR method while singing how to wash hands correctly in front of the class which is then continued in the school field (Sinulingga, Saputro, & Nova, 2021). Some students can understand and understand the teacher's instructions and follow the teacher's movements. Students who follow the teacher's instructions have indirectly used and pronounced vocabulary in learning (Nabilah Mokhtar, Lim Zhi Xuan, Lokman, & Noor Hayati Che Mat, 2023).

At the end of cycle II, a test was carried out. After the test, it was seen that there was an increase in the average student score from cycle I by 80.4 to 86.4. The average increase in student scores is 6. This research was sufficient in cycle II because it had reached the set completeness criteria, namely 80% of the number of students reaching a score of 70 and student scores in each aspect in mastering

English vocabulary have approached the maximum score. Students who have not reached the completion criteria are handed over to teachers for further enrichment.

Realia (real) media is integrated in the discovery learning model with the TPR (Total Physical Response) method. The TPR method applied is arranged in the form of movements, commands and speeches combined in the form of singing so that it can attract students' attention and increase students' enthusiasm for learning in class. During the learning process with the use of realia media, using the TPR method helps students learn to master English vocabulary (Umbara & Suryadi, 2019). Hatch and Brown (in Cameron 2005, 83) reveal that there are five stages that help students learn to master English vocabulary, namely having sources to blend in with new words, having clear pictures to help recognize words, learning to interpret words, making strong memories by associating between forms and meanings of words, and using words.

Sources for blending with new words can be teachers or media use. This research uses both sources. Teachers, in providing the context of new words, need tools in the form of media. The media used by teachers in this study uses real media, which is real media used as a tool in the learning process, namely soap, water, limbs, hands, tissues, and audiovisual. So that students can see how to wash hands correctly.

Realia (real) media in the form of soap, water, wipes are used in the stage of providing word context and word meaning, while audio-visual media is used so that students have a sense of enthusiasm to learn English, especially mastering vocabulary and participating well without any sense of pressure and stress so that students are not required to memorize a vocabulary as a routine, but learning will be more effective if carried out through fun activities (Saha, 2023). As according to Richard & Rodgers (2014) Total Physical Response is defined as a language learning method based on the coordination of commands, speech, and actions that are carried out to teach language through physical activity (motor). The Total Physical Response method is very appropriate for elementary school students to apply in vocabulary learning because it involves activities that are fun for students. In addition, this method indirectly teaches oral proficiency at an initial level.

Using real media helps students learn to interpret words. Students interpret words from movements or commands given by the teacher as well as real objects shown by the teacher. Students interpret English vocabulary by estimating the movements exemplified as well as the objects present (Arachchige & Sathsara, 2020). Relating the form of the word and the meaning of the word can make students have a strong memory of a vocabulary. Realia (real) media can help students in making strong memories.

Using realia (real) media and audio visuals help students in using vocabulary, it can be seen when in the field students remember by repeating movements while saying the vocabulary that has been learned in class by singing. According to the results of the study, this strengthens the research conducted by Ningsih and Rusijono (2013) which explains that the TPR method has an effect on improving the English learning outcomes of grade III students.

4. CONCLUSION

Based on the results of the research and discussion, it can be concluded that the use of the TPR method through realia media can improve the mastery of English vocabulary in grade V students of SD IT Insan Qur'ani Bener Meriah Regency. The TPR method through realia (real) media used helps mastery of English vocabulary. The aspects of mastery of English vocabulary that are emphasized in the use of realia media are the aspects of interpreting vocabulary, pronouncing vocabulary, and using vocabulary. Reading vocabulary and writing vocabulary can be done together or individually. The use of the TPR method through realia (real) media can help students to recite vocabulary individually in groups.

The use of the TPR method through realia media can improve students' mastery of English vocabulary. This can be seen from the increase in students' average scores and students' average scores in each aspect of English vocabulary mastery, as well as the increase during the learning

process from before the action was taken until the end of cycle II. The average student score increased by 34.6, with an increase in the success percentage of 80%. In the aspect of interpreting vocabulary, it increased by 0.16. In the aspect of reading vocabulary, it increased by 0.48. In the aspect of pronouncing vocabulary, it increased by 0.48. In the aspect of writing, vocabulary increased by 0.48. The aspect of using vocabulary in learning increased by 0.48. The greatest improvement occurred in the aspect of reciting and using vocabulary, this shows that the use of the TPR method through realia media can improve students' mastery of English vocabulary.

The improvement during the learning process using the TPR method through realia media can be seen from the increase in the activities of researchers who act as teachers and student activities. After using the TPR method through realia media in cycles I and II, teachers in learning emphasize more on the aspects of reciting and using vocabulary. Students who use the TPR method through realia media during the learning process look very enthusiastic and can understand the material taught well.

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