



**THE IMPLEMENTATION OF ACTION SONG IN
IMPROVING MENTALLY RETARDED (TYPE C1)
STUDENTS' VOCABULARY ATTAINMENT
(A Case Study of SMPLB Widya Bhakti Semarang)**


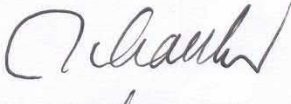


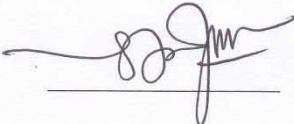
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Pendidikan English Department
by
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**ENGLISH DEPARTMENT
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APPROVAL

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DECLARATION OF ORIGINALITY

I, Uswatun Khasanah, hereby declare that this final project entitled *The Implementation of Action Song in Improving Mentally Retarded (Type C1) Students' Vocabulary Attainment* is my own work and has not been submitted in any forms for another degrees or diplomas at any universities or other institutes of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the bibliography.

Semarang, August 2019

Yang membuat pernyataan



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MOTTO AND DEDICATION

“Fighting has been enjoined upon you while it is hateful to you. But perhaps you hate a thing and it is good for you; and perhaps you love a thing and it is bad for you. And Allah Knows, while you know not.”

(Al-Baqarah: 216)

I dedicate this final project to:

my beloved parents,

my brother, sister, and my grand

mother,

ACKNOWLEDGEMENT

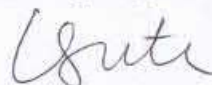
First and foremost, I would like to praise Allah the Almighty, the Most Gracious, and the Most Merciful for the blessing given to me during my study and in completing this final project.

I would like to express my greatest gratitude and appreciation to Yusnita Sylvia Nimgrum, S.S., M. Pd. as the first advisor who has given her valuable guidance, advice and encouragement so I could complete this final project. I also show my deepest gratitude to the second advisor, Sri Wahyuni, S.Pd.,M.Pd., who has given criticisms, corrections, comments, and suggestions. My great honor is also bestowed upon all lecturers and staffs of English Department for the priceless knowledge, lesson, and helps they have given to me.

Furthermore, my special thanks also go to the principal of SMPLB Widya Bhakti Semarang who has given an opportunity and permission to conduct the study in her school, the classroom teacher who has guided and helped me during the study.

My ultimate thanks devoted to my beloved my family for their endless support with prayers and love. Also, huge thanks to my best friends for every single moment of joy and sorrow we cherished together since the first time we stepped into our campus up to this very second. Thanks for all.

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ABSTRACT

Khasanah, Uswatun. 2019. THE IMPLEMENTATION OF ACTION SONG IN IMPROVING MENTALLY RETARDED (TYPE C1) STUDENTS' VOCABULARY ATTAINMENT (A Case Study SMPLB Widya Bhakti Semarang). Final Project. English Education Department, Faculty of Language and Arts, Universitas Negeri Semarang. First Advisor: Yusnita Sylvia Ningrum, S.S., M.Pd. Second Advisor: Sri Wahyuni, S.Pd.,M.Pd.

Key words: Action Song, Teaching Vocabulary, Total Physical Response Method, Case Study.

This research is about how the implementation of action song as a TPR method in improving vocabulary attainment for mentally retarded students type C-1. This research is aimed to understand how the implementation of action song improves students' vocabulary attainment and to find out whether there are difficulties in implementing the process.

The research design used was qualitative study, in particular an exploratory design. In doing this research, I collected research data by applying some research instruments such as observation checklists, video recording, and interviews. I conducted interview to the teacher and students' care-takers. In the implementation I found some difficulties: most of students were shy, they did not want to do the action song in front of the class; made all students to sing aloud the song while doing action song was difficult, there were only some students could do it better than before; they liked to follow the move of the action song, but they could not mention the name of part of the body they were touching. From the interview it was found that, 68% participants believed that English language learning is needed for mentally retarded students, 74% participants believed that action song can helps mentally retarded students to attain English vocabulary, 90% participants believed that action song can helps mentally retarded students more active in language learning activity, 96% participants believed that action song is appropriate to be applied in English language learning for mentally retarded students, 66% participants argued that mentally retarded students enthused studying English at school or home, and 68% participants argued that mentally retarded students had interest about something related to English. Action song made some students be more active and enjoy in learning process which helped them in attaining the vocabulary. Therefore, it is suggested that the findings of this study can be applied by teacher in teaching process and may combine with another strategy or variation to have better vocabulary teaching.

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CHAPTER I

INTRODUCTION

This chapter presents an introduction. It deals with background of the study, reasons for choosing the topic, statement of the problems, purpose of the study, significance of the study, definition of terms, and outline of the report.

1.1 Background to the Study

English as a foreign language has been thought in Indonesia from preschool up to university level. It becomes the first foreign language that should be mastered by Indonesian students, without exception, children with special needs. Children with special needs are children who have a deficiency in the form of physical disability, mental, and social. They have the same rights as normal children in general and all aspects of life, including education aspect. It has been stated in the Indonesian Republic Law (UU RI) No. 20 year 2003 about National Educational System (Sisdiknas) chapter 5 verse 1 “Every citizen has the same rights to get qualified education”. It is also stated in Sisdiknas chapter 5, verse 2 that citizen with emotional, physical, mental, and intellectual and/or social disorder has rights to get special education.

Based on the initial observation which was done by the researcher during the Teaching Internship Program, students with special needs in Junior High School had more difficulty in attaining English vocabulary than other students. The difficulty came from the limitations of sources of information about words and the incapability of mentally retarded students to differentiate English pronunciation and its written form. The difficulty made mentally retarded students

difficult to remember many vocabularies. According to Graves (1986), 'the average student learns about 3.000 words per year in the early school years'. With a number of vocabularies learned by the students, it is going to be difficult for them to learn. Mentally retarded students, moreover, would be more difficult to achieve those numbers of words. Somehow, mastering vocabulary is crucial in the study of a foreign language. 'It would be impossible to learn language without words, without vocabulary' (Rivers, 1980: 14). Thus, it is important for the teacher of a foreign language to find a way to ease mentally retarded students to remember English vocabulary.

In communication, students need vocabulary which can support them to produce meaningful sentences. 'Vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write' (Richards, 2002: 255). It means vocabulary becomes the tool of information. If students find unfamiliar words in a text, they will experience problem to understand the information from the text. Therefore, the more vocabulary students master, the more ideas they can effectively express to others. Considering the importance of English vocabulary mastery, it is very important for students to build up a large bank of words.

Some mentally retarded students the researcher had met seem to grasp little and speak even less. They could not remember half of the new words. This problem affected how they received and processed information. There were several difficulties of mentally retarded minded students in learning English, including difficulties in differentiating how to pronounce some words (for

example in pronouncing 'here' /hɪər/, 'hare' /heər/, and 'hair' /heər/. Therefore, they could not understand more information from the text because they did not know the meaning of the words in a text which make them unable to answer the questions related to the text. Feeble minded students also could not choose the proper diction in their sentences.

A well-known method to teach vocabulary which eases students' understanding is Total Physical Response (TPR). TPR is a methodology for teaching language by involving students in physical activity (Knight, 2001:154).

One of the well-known methods of TPR is known as action song. Which is described below.

Action songs are songs with movements for miming and role-playing the words and the language structures. Using action songs is considered beneficial as the accompanying actions or gestures help to strengthen meaning and at the same time to channel high levels of energy positively' (Brewster et al., 2002: 163).

This type of songs usually requires body movements of the whole parts of the body or only some parts of it. In relation to English language learning for children, action songs are considered to be powerful resources which help their language development.

Based on the importance and the difficulties of teaching English vocabulary, some teachers use fun activities such as action song to maintain students' mood in the class. TPR method as a creative design lessons will make slow learners more active in the class and not easily get bored. Some advantages by using TPR method according to BBC are since it is very memorable, good for kinesthetic

learners who need to be active in the class, involves both left- and right-brained learning, works well with mixed-ability classes, doesn't require a lot of preparation or materials, and it can be used in large or small classes. It does not really matter how many students you have as long as you are prepared to take the lead, the students will follow.

Based on the statements above, they claim that TPR method can help teacher to ease them in teaching vocabulary. To prove their statements, the researcher is going to conduct a study using action song as TPR activity in teaching vocabulary for feeble minded students to find out whether the statements are correct or not.

1.2 Reasons for Choosing the Topic

Vocabulary is the topic discussed in this study. The topic is chosen because vocabulary is essential to improve four language skills (listening, reading, speaking and writing) of students, so it is important to find an exact way to make students interested in learning process and to help them attain their vocabularies easily. This fact is supported by the writer's observations of mentally retarded students during Teaching Internship Program and in the preliminary observation.

Students have to learn about 3.000 words per year in the early school years. But, monotonous model of teaching and learning process will be difficult for students to achieve the numbers of words. Mentally retarded students, moreover, will be more difficult to attain the numbers of words. Mentally retarded students need more time and effort than other children. Therefore, fun and strategic activity is needed to teach them English.

Because of the reasons above, teaching vocabulary should be accomplished seriously. It needs a special strategy that encourages the mentally retarded students' motivation and proficiency. The strategy can be done by using learning method such as total physical response.

Asher (1969) developed a method for language teaching. Total physical response is a language teaching method developed by Asher which provides fun activities based on the coordination of language and physical movement. Action song requires body movements of the whole parts of the body or only some parts of it which can help students grasp more material in their lesson. There are many activities in TPR method such as action song, charade game, storytelling session, etc.

Since the participants of this research are mentally retarded students, the researcher chose action song as a method in vocabulary learning. Action song is simple and easy to do by students and teacher, especially for mentally retarded students. Action song can be done in short time, thus, students and teacher can do it repeatedly for the best result.

1.3 Statements of the Problems

In order to achieve the objectives of the study, some research questions will be put forward:

- 1) What is the implementation of action song activity as TPR method in improving students' vocabulary attainment?
- 2) What are the difficulties in the implementation of action song activity as TPR method in improving students' vocabulary attainment?

1.4 Objectives of the Study

Based on the statements of the problem above, the objectives of this study are

- 1) to describe the implementation of action song activity as TPR method for improving students' vocabulary attainment in the ninth grade of mentally retarded students class, and
- 2) to find out difficulties in the implementation of action song activity as TPR method in improving students' vocabulary attainment.

1.5. Significance of the Study

This study is expected able to give some advantages for many sides.

Theoretically, the result of research may enrich the study on teaching vocabulary and give more information about technique in teaching English vocabulary.

Practically, the finding of the study is expected to be useful for the English teachers in teaching vocabulary. They can find out the difficulty in teaching process and apply or develop this technique in order to guide the students in achieving the better vocabulary attainment. For the researcher, this study is expected that in the future, it can be used as a teaching technique that can guide the learners in learning vocabulary. For the next researcher, they can use action song or another interesting activity in their research to be applied in teaching and learning process.

Pedagogically, for the students, the result of the study is expected be the way to improve the students' vocabulary attainment. For the teacher, this result is expected to improve the teacher's knowledge about the technique of teaching

English in a particular skill and the difficulty in the implementation, so that, the teacher will have variation in teaching English. For the next researcher, they are expected to do further research regarding action song and to expand the knowledge about teaching English, particularly teaching vocabulary.

1.6. Definition of Terms

The operational definition is needed to help readers understand the content of this study and avoid misinterpretation.

1. Mental Retardation

Mental retardation or feeble mindedness is defined as an IQ of approximately 70 or below, coexisting disadvantages or impairments in adaptive functioning in two areas (communication, self-care, home-living, social/interpersonal skills, the use of community resources, self-direction, functional academic skills, work, leisure, health, and safety), and onset before age 18.

2. Vocabulary

Vocabulary is all words in language as a component of language proficiency which needed to be mastered in learning language.

3. Total Physical Method

Total Physical Response (TPR) is a language learning method which is based on the coordination of speech and action. TPR is one of new methods developed by James Asher, a professor of psychology at San José State University, California, USA, to aid learning foreign language.

4. Action Song

Action song is a song with body movement especially hand which can help students to understand and develops their language skills.

1.7. Outline of the Research

This study consists of five chapters that will be described as follows:

Chapter I present the introduction of the study that consists of background of the study, reasons for choosing the topic, research questions, purpose of the study, significance of the study, definition of terms, and outline of the research.

Chapter II presents review of related literature. This chapter consists of two sub-chapters, review of the previous studies and review of theoretical background. There are some issues that will be discussed in the second sub-chapter. The issues are teaching method, teaching vocabulary, action song activity, TPR method and its advantages as a teaching method, and mentally retardation students.

Chapter III consists of research design, roles of researcher, participants of the study, object of the study, data source, research instruments, procedure of collecting the data, and procedure of analyzing the data.

Chapter IV relates to research result and discussion. The last is chapter V that consists of conclusions, limitations and suggestions of the study.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, there are three sub-chapters discussed. The first sub-chapter covers previous research related to this research. The second sub-chapter provides some issues related to the topic. Lastly, this chapter will be closed by the theoretical framework of the research.

2.1 Review of the Previous Studies

This sub chapter presents some related studies regarding teaching and learning vocabulary using Total Physical Response (TPR) method, teaching vocabulary using action song, and teaching language for disabled students.

Octaviany (2007) studied the application of Total Physical Response in teaching vocabulary to the fourth graders of SDN Krajan kulon Kaliwungu in the academic year of 2006/2007. Her study focused on the procedure of teaching English vocabulary using the TPR method and identified the advantages and disadvantages of using the TPR method in teaching foreign language vocabulary. She concluded that teaching English vocabulary through TPR is very beneficial for the students in order to facilitate them in learning English vocabulary. It is suggested that TPR in teaching English vocabulary is recommended for the English teacher.

Another study about teaching and learning vocabulary was done by Jauhari (2015) who conducted a study focusing on the use of Bingo Game technique to improve students' vocabulary mastery of Eighth Graders of SMPN 1 Batealit academic year 2014/2015. The objective of the study was to describe how

effective Bingo Game Techniques in improving vocabulary mastery. The result of the study was the students' progress after the teaching and learning process by using Bingo Game Technique was very good. It could be seen from the average score of post-test between Control Group and Experimental Group. The result of post-test was 74.14 and 60.44 respectively for experimental group and control group.

A similar study about the use of TPR method which was carried out by Sariyati (2013) focused on the use of TPR method for elementary school students' vocabulary mastery. In her study, she tried to find out students' behavior and responses to Total Physical Response method. The result of her study indicated that the students had good response toward Total Physical Response method used in the learning activity.

Another research about the implementation of TPR method was held by Zhen (2011). She made a research focusing on TPR method in Teaching English' Adjectives. The objective of her study was to investigate whether the TPR method was effective in teaching English adjectives. She used a quasi-experiment to design this study. The result of the study showed the pupils' achievements in the experimental group were improved by the TPR method. The mean score of the experimental group was much higher than the control group which indicated that the TPR method has significant effectiveness in teaching English adjectives. The questionnaires indicated that TPR was the new English vocabulary teaching technique that the pupils need.

Alemi (2010:425) in her article wrote that one of the most difficult aspects of learning a foreign language (particularly in an EFL context) is the retention of vocabulary. She found out that standard method in presenting up to 20 new words that students are expected to learn at a given time is not effective. To this end, she thought that the use of games (as one of TPR method) with reference to the motivation that they can provide for students. Her study attempted to investigate the role of using word games in expanding the learner's vocabulary. In so doing, an experiment using five word games, named Twenty Questions, Charades, Definition Game's, Passwords, and Crossword Puzzles respectively was conducted. The participants were selected randomly from a male/ female group of third-grade junior high school students studying at a private school. She randomly formed two groups: experimental and control. Both groups were taught vocabulary using traditional methods, however, the experimental group received word games as a treatment at the end of each session. Finally, a vocabulary test was administered to both groups to determine the differences between them. The score obtained from the groups were compared through independent t-test. The calculated t exceeded the t-critical value, confirming the positive effect of word games on expanding learners' vocabulary.

The previous study about action song that had been done by Nurhayati (2012) focused on the use of action songs in English classes at elementary schools. She stated that the combination of rhythm and rhyme, melody and mime help the children learn English effectively and of course to enable learners to acquire English so they can use it for communicative purposes.

A research about students with special needs had been done by Vijayalakshmi (2013). She had done research about enhancing language understanding for students with special needs. In her paper, she focused on the meta-cognitive perspective that is, the thinking process of the students of the English language which would definitely be an innovative and great contribution to the English language educationalist to cater the needs of the students with special needs. She concluded that students with special needs are really in a position to be considered in a wide range in current English Language Teaching Scenario. She found out that proper guidance can be given to the student to develop and understand what they know and what they do not. Teachers can also help students to develop an appreciation for what learning tasks might demand, as well as an awareness of the particular knowledge and strategies they can bring to learning tasks.

Another study about students with special needs had been done by Qian (2008). Qian studied about English classroom interaction between students and teachers in a primary branch of a private school. It aimed at observing and finding the everyday situation in English classrooms of China. It specifically explored challenges faced by students and their teachers in English classroom interaction. A qualitative case study design was applied to study four children and a teacher of English. Partly participant observation was used to explore repair and evaluation/feedback in teacher-student talk, group work and strategies applied by the teacher in getting students' attention back to study. In addition, background information about informants was obtained from interview, informal conversations, school

documents and records. The findings indicated that the main pattern of classroom interaction in this study was a typical Initiation-Response-Evaluation (IRE) type in which students did not initiate talk or activities. Within this pattern, the teacher used to initiate problems in students' talk and apply different strategies to help to repair them. Teacher's evaluation/ feedback were given according to different situations and influenced children. Qian recommended teachers should leave more time for students with special needs in classroom talk and provide elicitations when it is necessary. Furthermore, English classroom interaction pattern needs to be shifted more towards students and let them become active participants, for example, give them more open-ended and collaborative working tasks in class. Teachers may keep themselves be aware of information on students with special needs teaching from different sources.

Another action research about mentally retarded students had been done by Wulan (2014). She focused on improving mild mentally retarded students' vocabulary skill using audio visual media. The research had been done in a special education needs at the seventh grade in the academic year 2013/2014. The participants were six students. In her research, she used both quantitative and qualitative data. The quantitative data were collected by giving test (pre-test and post-test) while qualitative data were collected by doing observation and interview. The result showed that the use of audio visual media can improve mentally retarded students' vocabulary skill. She mentioned that audio visual can stimulate the students to be responsible and active in the learning process.

From the studies above, there have been many researchers who conducted studies about TPR method as the alternative techniques in teaching vocabulary and studies about students with special needs. This research is different from the previous research upon the details of the research. This research is going to investigate the use of Total Physical Response for teaching vocabularies. The obvious difference is seen on the object of the research as it is going to focus on students with special needs.

2.2 Theoretical Background

This subchapter discusses some theories related to the topic of this study. The theories are related to general concepts of teaching method, teaching vocabulary, total physical response, action song, vocabulary song, and feeble mindedness.

2.2.1 General Concepts of Teaching Method

According in Richards & Rodgers, (1986), method is an overall plan for the orderly presentation of language material, no part which contradicts, and all of which is based upon, the selected approach.

Method is theoretically related to an approach, is organizationally determined by a design, and is practically realized in procedure (Richards & Rodgers, 1986: 16). In addition, they suggested the relationship between approach, design, and procedure, using the following framework to compare particular method and approaches in language teaching.

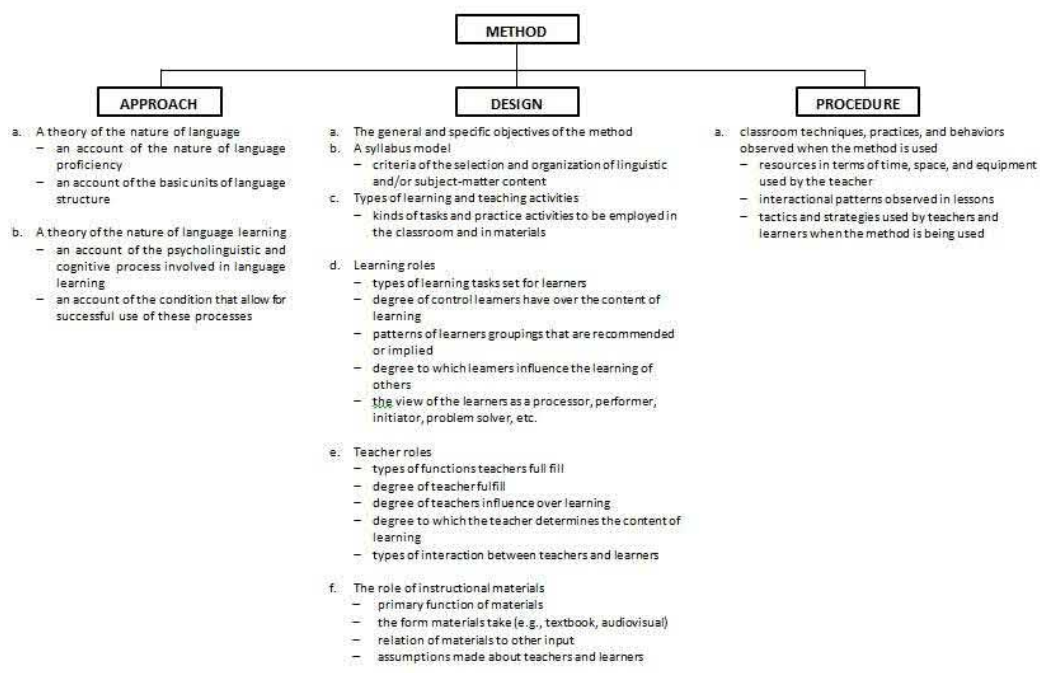


Figure 2. 1 Summary of elements and sub elements that constitute a method

(Richards & Rodgers, 1986:28)

2.2.2 Teaching Vocabulary

Teaching word is a crucial aspect in learning a language as languages are based on words (Thornbury, 2002). As a base of language, teaching vocabulary plays an important role in mastering language skills. In classroom, the achieving students possess the most sufficient vocabulary. Teaching vocabulary should use fun techniques to ease students understand about vocabulary. In order to create fun learning to teach vocabulary, teacher needs to understand students' interest and prepare some techniques. According to Nation (1974:18), "when we teach a word we must consider three things: (1) we must teach the shape, or form, of the word, (2) we must teach the meaning of the word, (3) and we must teach that the form and the meaning of the word together."

2.2.3 Total Physical Response (TPR) Method

2.2.3.1 Definition of TPR

Total Physical Response (TPR) is one of new methods developed by Asher, a professor of psychology at San José State University, California, USA, to aid learning foreign language. TPR is a language learning method which is based on the coordination of speech and action.

Asher (1969) defines that the method of TPR relies on the assumption that when learning a second language or a foreign language, that language is internalized through a process that is similar to first language development and that the process allows for long period of listening and developing comprehension prior to production.

According to the statement above, it is important for the English teacher to be more creative in teaching, for example by using some interesting media and method. Therefore, the students will enjoy the lesson more and will grasp the material easily.

2.2.3.2 Advantages of TPR

According to Widodo (2005) “TPR method gives many advantages. It is a lot of fun, students enjoy it and it can be a real stirrer in the class, very memorable, good for kinaesthetic learners who need to be active in the class, can be used in large or small classes, does not require a lot of preparation or materials, very effective with teenagers and young learners, and involves both left- and right-brained learning.”

TPR considers comprehension as the main way to language acquisition. The goal of TPR method is make students understand what the meaning of words,

phrases, sentences and instructions are. So that, they know what should they do.

As Stevie states:

The act of moving is memory-friendly. By virtue of seeing you sit down, or experiencing the act themselves, your students will easily associate sitting down with *siéntense*. There's something about the pairing of movement and language that's so innate that children—without the help of textbooks—easily acquire language. With TPR, not only do you have [an approach that engages the energies of your students](#), you have a tool that creates memorable meaning through movement. (Stevie, 2017)

2.2.3.3 Characteristics of Total Physical Response

Characteristics of TPR explained by Widodo (2005) are

Imperative drills are the prominent classroom activity in TPR. They are typically geared to highlight physical action and activity on the part of the learners.

In TPR, a teacher plays an active and direct role: the director of a stage play in which the learners are the actors.

In giving feedback to learners, the teacher is required to follow the example of parents giving feedback to their children.

Based on what have been mentioned by Widodo above, the teacher who decides what to teach, who models and presents the new materials, and who selects supporting materials for classroom use. Therefore, the teacher ought to be well prepared and well organized so that the lesson flows smoothly. The teacher directs and the students act in purpose. The students play main roles as a listener and a performer. Imperative sentences are used by the teacher in the classroom activity. For example, the teacher directs students with 'Stand up next to the table!' and 'Touch your head!' According to Frost in BBC (2016),

In the classroom the teacher plays the role of parent. She starts by saying a word ('jump') or a phrase ('look at the board') and demonstrating an action. The teacher then says the command and the students all do the action. After repeating a few times it is

possible to extend this by asking the students to repeat the word as they do the action.

In TPR, teachers are responsible for giving commands and monitoring actions taken by the students. On the contrary, the learners are imitators of teacher's verbal and non-verbal models.

By asking students to do something and giving them feedback like their parent do will make them feel confident and comfort with the classroom activities, then the words or phrases that the teacher ask to the students can be demonstrated by the students well.

2.2.3.4 Application of TPR Method in Classroom

According to Frost in BBC (2016), TPR can be used to teach and practice many things, such as:

1. vocabulary connected with actions (smiling, nodding head, running);
2. grammatical items, including tenses past/ present/ future and continuous aspects (Every night I brush my teeth, she cooks every morning, I have lunch every afternoon);
3. classroom language (Open your books, write the answer);
4. imperatives/Instructions (Stand up, close the door, sit down); and
5. story-telling

2.2.4 Action Song

Based on Oxford living dictionaries (Oxford living dictionaries, 2017; Definition action song in English; https://en.oxforddictionaries.com/definition/action_song. Accessed on 23 January 2017), action song is a song involving dramatic

movement, especially of the hands. In the other hand, Brewster (2002) in Nurhayati (2012:13) says that

Action songs are songs with movements for miming and role-playing the words and the language structures. Using action songs is considered beneficial as the accompanying actions or gestures help to strengthen meaning and at the same time channel high levels of energy positively (Brewster et.al, as cited in Nurhayati, 2012:3).

Nurhayati (2012) in her article states,

One type of songs which children like most is action song. This type of songs usually requires body movements of the whole parts of the body or only some parts of it. In relation to English language learning for children, action songs are considered as powerful resources which help their language development. By nature, children enjoy playing and singing songs and they will get a lot of benefits when they were exposed to particular English songs in the English classroom (Nurhayati, 2012:2).

Some of the benefits of using action songs as proposed by Cord foundation in Nurhayatii (2012:3), such as allows for self-expression, encourages students to participate verbally, provide relaxation, assists the child in learning to follow directions, increases attention span, develops listening skills, teaches order and sequence, help teach number concepts, and increase manual dexterity and muscular control.

According to the statements above, action song can be defined as a song with body movement which can help students to understand and develops their language skills.

2.2.5 Vocabulary

According to Cambridge dictionary, “vocabulary is all the words which exist in a particular language or subject.”

Hornby (1995: 1331) cited in Octaviany (2007:10) defined vocabulary as the total number of words in language, all the words know to a person or used in a particular subject, and a list of words with their meanings, especially one that accompanies a text book in a foreign language.

Masruchin (2014:6) stated that the important thing in learning English is we have to master vocabulary. Vocabulary is like main capital in learning English.

The result of learning English is we are able to communicate using English fluently. In delivering our ideas and expressions is undoubtedly that we need to master vocabulary. Vocabulary is a heart of language.

2.2.6 Mental Retardation

2.2.6.1 Definition of Mental Retardation

Mental retardation is a disorder which is characterized by difficulty learning, sorting, and storing information. Usually affected individuals have below average intelligence.

The American Association on Mental Retardation (AAMR) states “ mental retardation or feeble mindedness is defined as an IQ of approximately 70 or below, coexisting disadvantages or impairments in adaptive functioning in two areas (communication, self-care, home-living, social/interpersonal skills, the use of community resources, self-direction, functional academic skills, work, leisure, health, and safety), and onset before age 18.”

In Grossman’s book, mental retardation is defined as

Mental retardation refers to significantly sub-average general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period. General intellectual functioning is defined as the result obtained by assessment with one or more of the individually administered

general intelligence test developed for the purpose of assessing intellectual functioning. Significantly sub-average intellectual functioning is defined as approximately IQ 70 or below. Adaptive behavior is defined as the effectiveness or degree with which individuals meet the standard of personal independence and social responsibility expected for age and cultural group. Developmental period is defined as the period of time between conception and the 18th birthday (Grossman, 1983:1).

Students with special need may have one or more difficulties with skills such as listening, speaking, reading, writing, reasoning, or mathematical abilities that interfere with academic performance, achievement and, in some cases, activities of daily living. Since they are quiet and shy, and may have poor self-confidence, it makes their teachers should have ability to make learning atmosphere is fun. Creativity is needed in this case.

Mental retardation or feeble mindedness is not a disease. It is also not a type of mental illness. Most children with special need can learn to do many things like other. It just takes them more time and effort than other children.

2.2.6.2 Types of Mental Retardation

Level of Retardation Indicated by IQ Range Obtained on Measure of General Intellectual Functioning.

Term	IQ Range for Level	(Code)
Mild Mental Retardation	50-55 to approx. 70	(317.0)
Moderate Mental Retardation	35-40 to 50-55	(318.0)
Severe Mental Retardation	20-25 to 35-40	(318.1)
Profound Mental Retardation	below 20 or 25	(318.2)
Unspecified		(319.0)

(Grossman, 1983:13)

Table 2.1 Level of Retardation Indicated by IQ Range

Pratiwi and Murtiningsih (2016) classified feeble mindedness into 3 classifications, they are:

Mildly (Educable) - Mental Age 8-12; children in this category are able to accept education as a normal children. Their intelligence level is around 50-80.

Moderately (Trainable) - Mental Age 4-7; children in this category are able to be trained. They are trained to be independent, to run their own activities without any help of others such as bathing, dressing, eating, and expressing what they want. However, they are unable to accept education as normal children in school. Their intelligence level is around 30-50.

Severely/Profoundly -Mental age 3; children in this category are unable to accept education and training to be independent. They require life-long care and supervision. Their intelligence level is 30 (Pratiwi and Murtiningsih, 2016:46).

2.2.6.3 Causes of Mental Retardation

Not all the causes of feeble mindedness are known; however, more than 200 have been identified, and many others are suspected. Abdurrachman (1994) placed the known causes into five categories, they are: 1) Genetic factor - biochemical damage and chromosomal abnormalities, 2) Prenatal - caused by rubella virus (chickenpox) and premature, 3) Natal - caused by post-birth wound and premature, 4) Post-natal – caused by infection, encephalitis (central nerve system inflammation), meningitis (inflammation on membranes that cover the brain) and malnutrition, and 5) Sociocultural.

Reid and Hresko explain about general causes of learning disability.

There are two general causes of learning disability: organically based (symptoms of suboptimal neurological functioning) and environmentally based (arising from circumstances in experience which limit or inhibit the acquisition of basic skills). Included the first category are usually problem related to brain injury (genetic as well as prenatal, perinatal, and postnatal) and biochemical disorders. Environmentally based disorders include poor nutrition, lack of early stimulation, and it is argued by some, emotional

disturbance. In truth, however, whatever etiology, the behavioral manifestations are frequently similar and it is often possible to determine whether a particular problem is organically or environmentally based (1981).

2.3 Theoretical Framework

This present study aims at investigating the implementation of action song in improving mentally retarded (type c1) students' vocabulary. The framework of this study is presented in the following.

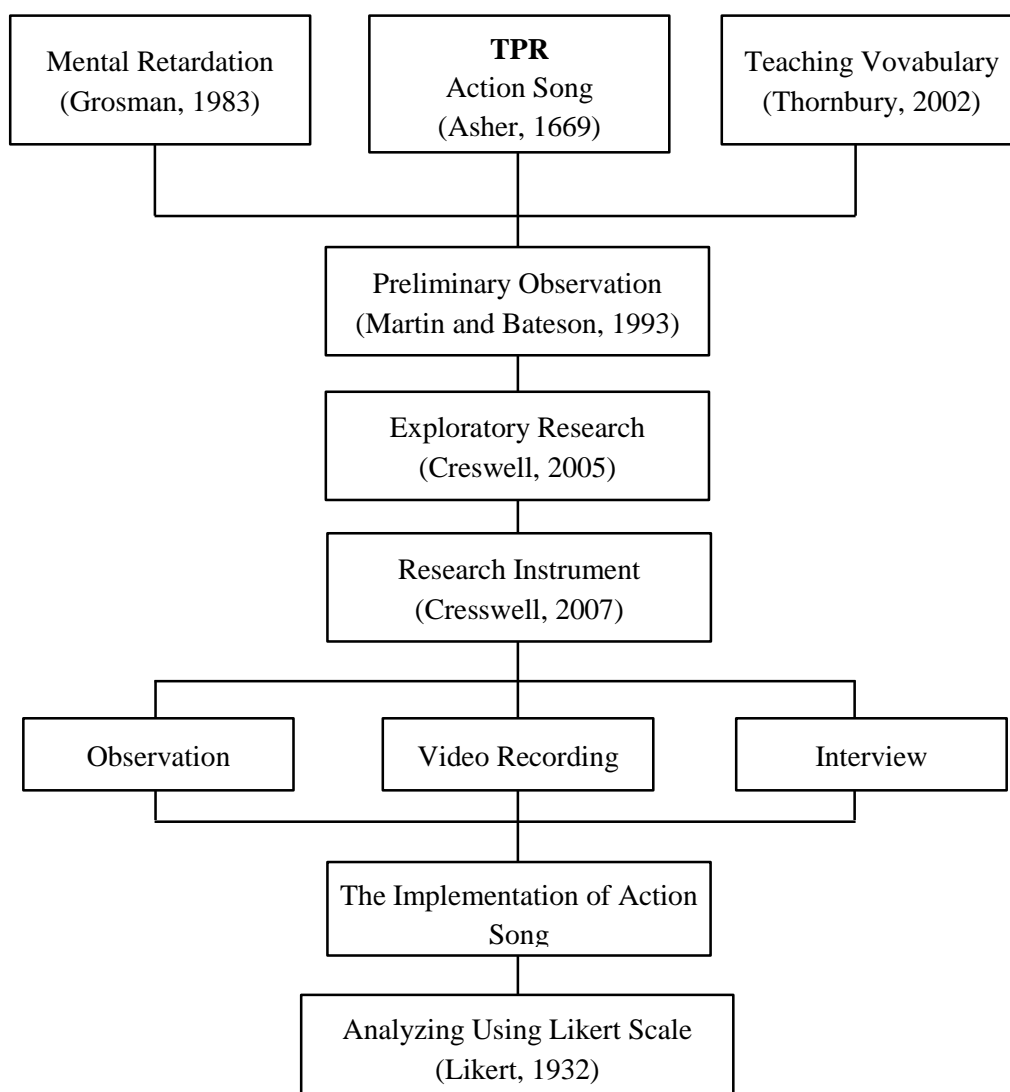


Figure 2.3 Theoretical Framework

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions based on the results discussed in the previous chapter.

5.1 Conclusions

The purpose of this research is to find out how the implementation of action song as a total physical response method can help improving students' vocabulary attainment for mentally retarded students type c1 and to find out whether or not any difficulties in the implementation. Based on the research that had been done, I drew some conclusions.

Firstly, action song can be used as a technique in teaching English vocabulary because it is effective, simple, and this activity gives the students new experience in learning English vocabulary. By singing the song and dancing, the students are encouraged to be active and creative. They need to do the action song in groups and individual. For some students, action song gives more motivation and excitement during the learning process. The method also helps some students memorize the words easily.

Secondly, after conducting the research, there were some difficulties in implementing action song in teaching vocabulary. Sometimes it was difficult for some students to mention the name of their part of body they touched in English. Moreover, teaching vocabulary by using action song for mentally retarded students needed extra time to handle the class because sometimes the students got

too excited or too shy so I had to push them to do it. Most of students also had difficulty in pronouncing some words while doing action song.

Finally, the implementation of action song as a total physical response method in improving students' vocabulary attainment for mentally retarded student type c1 is effective in English learning process because it gives students new experience and motivation to be more active in speaking English and act out their thought.

5.2 Suggestions

After drawing some conclusions, I would like to propose some suggestions related to the teaching vocabulary at SMPLB Widya Bhakti Semarang which hopefully will be useful for English teachers, students, and next researchers.

For English teachers, they should find an active and interesting technique in teaching vocabulary because by using interesting technique help students more active in learning process and can motivate the students and lessen boredom during the learning process. For example, they can apply or develop action song technique and preparing more genre of the song in order to guide the students in achieving the better vocabulary mastery.

Lastly, the researcher expects for further researches in this case study get more detailed results. They can do further research regarding action song as a TPR method and vocabulary teaching to be able to provide the answers in the teaching problems. They also can expand the knowledge about teaching English, particularly teaching vocabulary. Therefore, it can develop English teaching methods in the future.

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