

**IMPROVING STUDENTS' VOCABULARY MASTERY BY USING TOTAL
PHYSICAL RESPON**

THESIS

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Saya Yang Membuat Pernyataan



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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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that many mistakes will be made, but I do hope that this thesis of mine can give any benefits for anyone who reads this, especially future researcher in this field.

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ABSTRACT

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Thesis Working Title : Improving Students' Vocabulary Mastery By Using Total Physical Response
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This study aims to find out the use of total physical response in improving the vocabulary mastery of students at MTsS Babun Najah. This study used a pre-experimental research design to obtain accurate research results. The sample was selected using a purposive sampling technique, and they were 30 students. Research instruments is the form of pre-test and post-test to see the results before and after treatment. Based on data analysis, it is known that there is an improvement in students' vocabulary. Outcomes and the result of the hypothesis is that the value of the T-score is higher than the T-table ($26.836 > 2.354$). This means that the alternative hypothesis is accepted. It can be concluded that the use of the Total Physical Response can improve the students' Vocabulary mastery

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CHAPTER I

INTRODUCTION

A. Background of Study

English is one of the things that is needed in the current era and is an international language that is used by every country to communicate both about business and education. Without us realizing it, almost every object around us uses English, and even some institutions make English one of the requirements for entering the world of education and work. This makes English an obligation to learn for every student who wants to continue to develop themselves to be included in the times.

In learning English, four aspects must be mastered, namely speaking, writing, reading and grammar. These four aspects are the initial basis of English. Students cannot master English because they don't really master speaking reading grammar and writing, the most important of which is vocabulary. Even students who have had formal education for 12 years and studied English for 6 years still need help to speak or write in English. Vocabulary learning is essential in learning a foreign language Jumariati (2010). Vocabulary is the words of a language, comprising single items and phrases or chunks of many words that convey a specific meaning in the same manner that individual words do. However, some students need more vocabulary to express their ideas through writing (Clouston, 2013).

The most significant component of any language course is vocabulary (McCarthy (2001). One of the areas of learning that students must grasp is vocabulary (Sari 2022). Learning vocabulary is the initial step in learning a new language because it is the foundational knowledge needed to learn subsequent abilities. One of the most important components of language proficiency is vocabulary since it affects how well student talk, listen, read, and write. Students must have the vocabulary to express themselves verbally and to share their feelings. Vocabulary also helps students hear what others are saying when they are listening. The audience may understand the speaker's topic, and they can comprehend speech or information in auditory formats like radio or tape recorders as well as audiovisual formats like television. Similar to this, vocabulary aids in both explicit and implicit text comprehension when reading. As well, vocabulary can facilitate writing. Before composing a sentence, vocabulary should come before other considerations like grammar and spelling. It is essential that many students have a better probability of understanding when they are familiar with more words. Without sufficient vocabulary, it is thought that students might not comprehend the language or thoughts. Vocabulary is the initial use of language; Zhihong Bai (2018), as cited from Hersalina (2021), states that vocabulary is a basic component of language and is an important fundamental aspect of language development. This shows the weakness of speakers without vocabulary. The less vocabulary students master, the more difficult it will be to master these language

skills; it is impossible to separate vocabulary learning from learning a new language. The student must master vocabulary in order to advance their proficiency in speaking, reading, writing, and listening in English. Vocabulary is a crucial part of language proficiency, according to Richard and Renandy (2002), who also give much information about how learners might improve their ability to learn more about English by building a strong vocabulary.

Vocabulary is the arrangement of words that make up a meaningful sentence, vocabulary becomes the basis of language and plays an important role in conversation. Proficiency in mastering writing, speaking and listening begins with mastery of vocabulary, without vocabulary the use of language will not occur. Based on research by several researchers such as Afzal (2019); Rohmatillah (2017); Susanto (2021); and Salam & Nurnisa (2021) and others, The obstacle they found was that students had difficulty remembering and knowing the meaning of new words. This will result in students' difficulties in mastering English. Apart from that, students will have difficulty choosing the correct meaning of words, and then have difficulty identifying the grammatical structure of words. To overcome their difficulties, teaching must be varied by using certain techniques to make it easier for students to remember vocabulary and make the class more fun and active atmosphere so that students easily remember what they have learned. One example of a technique that can help students' thinking power is total physical response (TPR). According

to Molina (2007), Total Physical Response is a method language teaching developed by James Asher, a professor of psychology at San Jose State University. Edgar Dale (in Dimiyati, 2010) said, learning is best is learning through direct experience, because it is not just observe but are directly involved in the action and are responsible for it result. Total Physical Response learning method is provided through direct movement or direct experience carried out directly over and over again. The material provided can be in the form of examples demonstrations movements which are then described as a form of instruction/command given repeatedly and then responded with physical movements by the students. Commands or material given repeatedly will become a habit until students understand and respond with physical movements Molina (2007).

MTsS Babun Najah is an Islamic educational institution that adheres to the madrasa system, and students live in dormitories with an education period of 3-6 years. Usually, the activities at this school are carried out during the day, and students only have a little opportunity to memorize while the teacher in the class still uses traditional methods, so students find it difficult to remember vocabulary well. Plus, students are embarrassed to apply the vocabulary because they do not know how to pronounce it.

To help with students' problems, teachers must help by paying more attention and using techniques that can make the vocabulary transfer process easier and more fun to learn so that it is effective in increasing

students' vocabulary. Teaching English using the total physical response (TPR) method by providing signals or examples of movements and guessing will make it easier for students to remember vocabulary and is also fun.

Based on the background above, the researcher conduct a research which focuses on "Improving Students' Vocabulary Mastery by using Total Physical Response".

B. Research Question

According to the background of study, a research question is :

1. Does using Total Physical Respon method improve the student's vocabulary mastery?

C. The Aims of Study

The purpose of this study is :

1. To find out the improvement of student in applying Total Physical Respon at MTSS Babun Najah.

D. Hypothesis

Based on the research question and the objective of this study, the researcher sets two hypotheses. The first one is the Null hypothesis (H_0), and the second is the Alternative hypothesis (H_a), as explain below:

H_a : There is a significant improvement in students' vocabulary

mastery after the implementation of the Total Physical Response method compared to before the implementation.

Ho: There is no significant improvement in students' vocabulary mastery after the implementation of the Total Physical Response method compared to before the implementation.

E. Research Significance

The results of this study are expected to contribute to the following:

1. The Teacher

The teacher is a professional educator with the task of educating, teaching and guiding students both in terms of developmental science and character. According to Dri Atmaka (2004), educators or teachers are people who are responsible for providing assistance to students in developing both physical and spiritual. Teachers must continue to develop themselves and be able to master fields with new knowledge in order to help students develop their individual skills. According to Husnul Chotimah (2008), the notion of a teacher is a person who facilitates the process of transferring knowledge from learning resources to students. With this research the teacher is expected to be able to understand what are the student's obstacles in mastering

vocabulary so that it influences English mastery.

2. Students

are who has the right to get a good education and teaching for the benefit of their future. According to Sarwono (2007) students are people who are officially registered to take lessons in education. According to this opinion, students who is officially classified as an educational level and has the right to take part in all teaching and activities in the realm of education. Every student is expected to continue to receive new education and knowledge that increases with the development of knowledge and times. With this research students understand and know how to study vocabulary easily.

3. For the research

This research is useful for information and knowledge for readers and becomes a reference for future researchers.

F. Terminology

a. Vocabulary Mastery

Vocabulary is the arrangement of words that form the basis of a language. In mastering a second language, students must understand the vocabulary of the language they want to master. McCarten (2007) states that vocabulary is about remembering; students generally have to hear,

see, write, and pronounce new words. Students must be able to remember vocabulary correctly by using it every day through writing or speaking and understand how to use these words in a sentence so they can easily express their ideas. This aligns with Gardner's (2010) opinion that vocabulary is not just about discussing a collection of words but also how they relate words to each other and how to use their words to form meaningful sentences. Understanding the use of words in a sentence helps students to compose sentences that are correct and can be understood according to the meaning of the words.

Vocabulary is one of the most important learning materials. The important thing that students must master to be skilled in the language. Fahrudin and Jamaris (2005) stated that the ability to master vocabulary is the process of understanding what other people say and communicating ideas, thoughts and feelings through linguistic forms. Mastery of vocabulary will greatly influence language skills, listening, speaking, reading, and writing. Associated with mastery of this vocabulary, the higher the level of education, the higher the level of mastery of vocabulary. The richer the vocabulary person has, the greater the possibility that a person is skilled in oral and written language. On the other hand, inadequate vocabulary mastery will make things difficult for someone to communicate with.

Vocabulary mastery will affect the way students think and creativity in the language learning process so that vocabulary mastery can determine

the quality of a student in the language (Kasno, 2014). The better the quality of vocabulary owned by students, the better students' skills in language, both oral and written. Mastering vocabulary is an essential thing in language; language can help students find the meaning of words depending on the context; students who understand the structure of the language but do not know the meaning will find it difficult to use English, and word placement will become ambiguous so that ideas are not conveyed properly. Vocabulary strengthens the belief that English can be used to express the same ideas or feelings that they speak in their mother tongue (Finocchiaro, as quoted in Baihaqi and Yustiningsih, 2018). Lack of vocabulary makes it difficult for students to express ideas and communicate using their mother tongue; for students who want to master English, it is essential to master vocabulary first, according to the context in which it is used.

According to (Anindyajati & Choiri, 2017) vocabulary is a basic element that a student must master before learning a language. Some of the problems of students who learn English or a second language are lack of confidence in applying English both in pronunciation and writing this is due to the lack of mastering vocabulary which is the main ingredient in the preparation of words. To facilitate students in learning a language, it is necessary to understand vocabulary which is an important part of the learning process of a language, so it is important for someone to master and continue to improve their language skills (Dwi, 2022). Many ways can

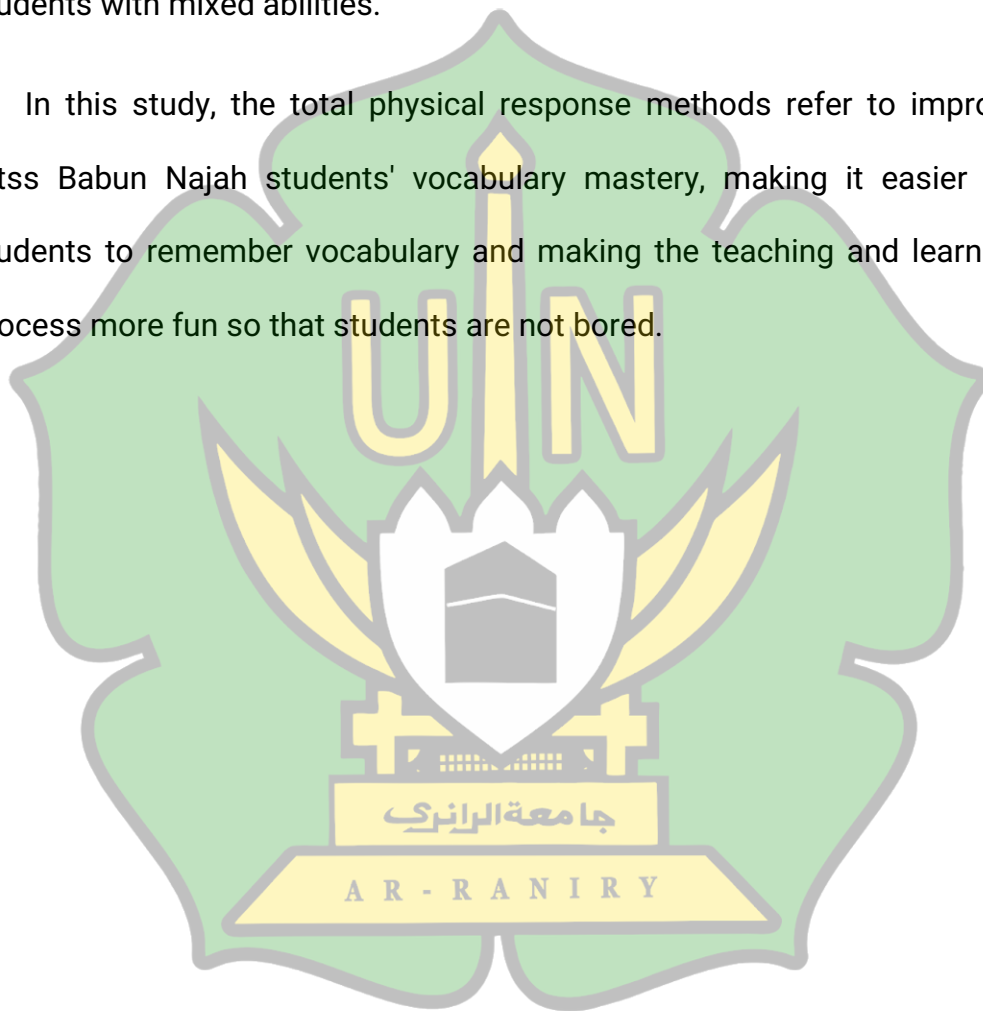
be done to help students master vocabulary by using media so that learning can run well and fun, one of which is by using total physical response.

b. Total Physical Response

The Total Physical Response (TPR) method is a language teaching method developed by James Asher, a psychology professor at the University of San Jose, California. According to Richard (2001), Total Physical Response is a language teaching method that uses the cooperation of speech and body movements, which is an attempt to teach language through physical activity. Wijayatiningsih and Mulyadi (2014) stated that the use of the Total Physical Response can help student to improve vocabulary. TPR is a combination of commands, speech and movements led by the teacher. TPR is also a popular method for introducing vocabulary to students with physical actions. This method is applied to ensure that the learning process is not tedious so that there is a comfortable atmosphere. Physical activity stimulates blood circulation and oxygen in the body with increased blood flow and oxygen students are more alert and attentive (Avezova 2021) thus reducing students from becoming sleepy, unfocused, bored or isolated. By using this method, students immediately put it into practice. The application of total physical response can help students to remember vocabulary easily and teachers also do not spend much time preparing tools to use this method (Noviandar & Rustipa, 2023). According to Total Physical Response (TPR)

has proven to be the most effective way to teach English vocabulary. Total Physical Response (TPR) can increase student learning motivation because TPR Total Physical Response is considered learning while playing so students like it. Total physical response is very flexible for students with mixed abilities.

In this study, the total physical response methods refer to improve Mtss Babun Najah students' vocabulary mastery, making it easier for students to remember vocabulary and making the teaching and learning process more fun so that students are not bored.



CHAPTER II

LIRERATUR RIVIEW

In this study, the researcher discusses several theories and theoretical. Framework related to the topic consists of vocabulary and memorize analysis to master vocabulary.

A. Vocabulary Mastery

1. Definition of Vocabulary Mastery

As we know that vocabulary is the arrangement of words that form a sentence and is an important part of language, no language is separated from vocabulary. Vocabulary is a collection of words in English that have meaning when we use them (Suyatno, 2005). Vocabulary is not just words without meaning, with vocabulary making language perfect and making it easier for humans to interact with their surroundings or even foreign countries.

Vocabulary helps interaction between people, with the presence of vocabulary people can convey ideas and even feelings to others. To start mastering skills in English such as speaking, reading, listening and writing you need to master vocabulary first because vocabulary is the beginning of a sentence, someone will not be able to speak without vocabulary or even the writer will not be able to write without understanding and mastering the vocabulary of that language. According to Soedjito in

Hilaliyah (2018), vocabulary is all the words contained in a language, the wealth of words that a speaker or writer has, and the words used in a field of knowledge. You can imagine what if a writer writes in a second language without mastering the vocabulary of that language, it is clear that his writing will be difficult to understand or even have a different meaning because of the different placement of words. Likewise, if someone reads a book or written work without understanding the vocabulary. word of the language, there will be an understanding so that the author's message from the writing is not conveyed properly to the reader.

2. The Aspects of Vocabulary

In learning of vocabulary, there are several aspects that have to be considered according to Lado as quoted in Mardinawati (2012) as follows:

1. Meaning

Meaning is a significant perspective that should be educated to understudies in vocabulary learning.

2. Spelling

Spelling and reading have a relationship with each other, because this can strengthen the relationship between letters and sounds. it can be seen that there are some words that are different from what is written, such as the letter (l) is not always pronounced /l/.

3. Pronunciation

Pronunciation is a way of pronouncing words and letters. Pronunciation is difficult to learn because not all words have to do with spelling.

4. Word Class

In semantic analysis, word class Word class is an important feature. The categories of word classes include: nouns, adjectives, verbs, adverbs and prepositions.

In addition, according to Harmer quoted by Dian (2011) summarizes that to know a word it is likewise important to be familiar with the significance of the word, word formation, word use and word grammar.

1. Meaning

Meaning is a word that is determined or adjusted where the context of the word is formed and also has a relationship with other words.

2. Word formation

Word formation Can be said as word order. Word formation can create word meaning by looking at grammatical concepts. This can be seen in the formation of suffixes and prefixes (im-, in-, un-, or sub).

3. Word use

Word use related to metaphors and idioms. For example on the ball which in the idiom has a different meaning from the previous context. In the idiom on the ball it means when someone understands the situation very well.

4. Word grammar

Word grammar is the grammar used to differentiate the use of words according to a predetermined grammatical pattern. Reading is an activity to understand, analyze and obtain information through text. As indicated

3. The Importance of Vocabulary

According to Rasinski (2008), vocabulary is know-how, about the meaning of words, a person will now only be capable of developing their English abilities if they draw close vocabulary. Language details like vocabulary must be found by those who are interested in learning it. It is also fundamental of a language that should be learned earlier than speaking, by comprehending amazing vocabulary, someone could gain hold of and bring thoughts. Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication (mofareh, 2015). vocabulary is very useful to use inside and outside the classroom because the two have a relationship, knowledge of vocabulary enables language use and conversely language use leads to an increase in vocabulary

knowledge.

In English as a second language (ESL) and English as a foreign language (EFL) learning vocabulary items plays a vital role in all language skills (i.e. listening, speaking, reading, and writing (Nation,2011).Wilkins (1972, as cited in Edwina, 2020) says that little can be expressed without grammar but nothing may be conveyed without vocabulary.because vocabulary is an important element in constructing a sentence. To become a sentence, it is first composed with words so that ideas can be conveyed clearly.

In short, no sentence is created without vocabulary, students who want to master the four aspects of English such as grammar, speaking, listening or writing will have difficulties if they do not master vocabulary.

4. Kinds of Vocabulary

According to Nation (2001), there are two types of vocabulary. They are receptive and productive vocabulary. Receptive vocabulary includes terms that a person can understand when read or heard but may not actively utilize in communication. A person may comprehend the meaning of these terms when they see or hear them in context, but they may not use them often while speaking or writing. Some examples of receptive vocabulary are "splendid," "extravagant," "perplexed," "inaugurate," and "myriad." These terms may be less common in regular conversation, but they can nevertheless be comprehended by language learners. Productive

vocabulary refers to language that can be actively used when speaking or writing. That has been well mastered so that a person may utilize it effortlessly in daily communication. Productive vocabulary is vital for developing solid language abilities since it allows to communicate thoughts and ideas clearly and efficiently. For example, productive vocabulary may include terms like "eat," "sleep," "run," "happy," "sad," and "big." These are the words that are usually taught and used early in language learning.

B. Total Physical Respon (TPR)

1. Definition of TPR

According to Rambe (2019) Total Physical Response (TPR) is a language teaching method proposed by Dr. James J Asher, a professor of psychology at San Jose State University, California. TPR is based on the premise that the human brain has a biological program for acquiring any natural language in the world (rambe 2019). Based on the premise that the human brain has a biological program to acquire natural language (Aprilia 2016). The process can be seen when we observe how children acquire their mother tongue. Over the months, children absorb this language with communication that combines verbal and physical aspects without being able to speak. This is an internalization process, after this stage the child is able to produce language spontaneously. This method is also called the "Comprehension Approach" because it emphasizes listening

comprehension before production. According to Richards and Rodgers (2001), the TPR method is a language teaching system that involves speech control and the act of teaching language through physical motor activities. This method is carried out by teaching language through physical activities or motor activities (Astutik & Aulina, 2017) or in other words there is mutual coordination between speech, action, and physicality (Aulia Rahman, 2014). James Asher noted that humans when learning a language, for the first time seem to listen more than speak and the listening activity is accompanied by a physical response (reaching, touching, moving, seeing, and so on). This shows that language learning uses more of the right brain. Thus, a TPR class is one where students listen and act.

2. Principles in teaching TPR

According to Larsen & Freeman (2000) there are principles in TPR teaching methods include:

1. Memory is activated through response learning, and the meaning of the target language is conveyed through action. The teacher can give a command in the target language and act with the student.
2. Students' comprehension of the target language must be developed before speaking. Students are allowed to be silent first to pay attention to the teacher's and fellow volunteers' performance until

they understand what is being said to achieve the target language.

3. Students can initially learn one part of the language rapidly by moving their bodies.
4. Commands are linguistic devices through which teacher can direct student behaviour. Teacher perform actions according to the target language, and volunteer students follow the teacher's instructions.
5. Students can learn through observing actions as well as by performing the actions themselves. After the teacher asks student volunteers to follow the teacher's actions, the teacher also asks students other than volunteers to act out the action so that students can learn from the observations that the teacher and student volunteers make.
6. It is essential that students feel successful. Feelings of success and low anxiety facilitate learning.
7. Students should not be made to memorize fixed routines. The teacher can change the order of the commands or speed up the commands.
8. Correction should be carried out in a discreet manner. When the students make an error, the teacher repeats the command while acting it out.
9. Language learning is more effective when it is fun. When the

teacher demonstrates or asks students to imitate, such as "around the class", students will run around the class with laughter.

10. Spoken language should be emphasized over written language. To ensure that the students remember the target word, the teacher must write it on the board.

11. Students will begin to speak when they are ready. Teachers can allow students to really understand the target language and give them time to speak when they are ready.

12. Students are expected to make errors when they first begin speaking. Teachers should be tolerant of them. Work on the fine details of the language should be postponed until students have become somewhat proficient.

In conclusion, students' memory can be active through response learning, just like a baby who first learns to speak; vocabulary can be conveyed through physical activity because students will remember what they have done more than just seeing the writing. Students are given the opportunity to observe the teacher's instructions and understand them; the teacher must understand if, at the beginning, there are mistakes in students because this is a natural thing. With the teacher's help, students who lack confidence can be active in class, which will facilitate the learning process. After observing the teacher's instructions, the

students' spoken language is emphasized more than the written language to ensure that students remember the target language.

3. Techniques of using Total Physical Response Method

Avezova (2021) states that total physical response should be implemented using a suitable instructional cycle. The greatest way to keep student interested is to use orders to guide conduct, claims Larsen-Freeman (2000). Using this method, the teacher can act out the action with the students until they fully grasp the meaning, and they can prepare terminology that can be communicated through the action. The teacher then gives the students instructions to act independently. The student's actions can indicate whether or not students understands the meaning of the language.

According to Larsen-Freeman (2000), Asher recommends that teachers randomize the commands so that students can learn the sequence of activities and make the connection between language and action. Starting with Total Physical Response, Lasmén-Freeman (2000) summarized it as follows:

The teacher introduces the students about total physical response.

1. The teacher asks some students to come forward as volunteers and gives instructions.

"You will not speak at first. Rather, you will listen to me and do as I do. I will give you a command to do something in English, and you

will do the actions along with me. I will need four volunteers to help me with the lesson."

2. The teacher gives the command, the volunteers follow what the teacher is doing, and the other students pay attention.

The teacher says, 'Stand up.' As she says this, she stands up and indicates for the volunteers to join her. Everyone stands up. 'Sit down,' she says, and everyone sits. The teacher instructs the students to stand up and sit together multiple times; the student say nothing. When they stand up together again, the teacher gives them a new command: 'Turn around.' The student follow the teacher's example and turn to face their chairs. 'Turn around,' the teacher says again, and they face the other students as they did before. 'Sit down. Stand up. Turn around. Sit down.' She says, 'Walk,' and they all begin walking towards the front row of the students' seats. 'Stop. Jump. Stop. Turn around. Walk. Stop. Jump. Stop. Turn around. Sit down.' The teacher gives the commands, and they all perform the actions together.

3. Then, the teacher gives the command without providing an example again.

This time, however, she remains seated. The four volunteers respond to her commands. "Stand up," "Sit down," "Walk," "Stop," "Jump," "Turn around," "Turn around," "Walk," "Turn around," "Sit down"

4. After the volunteer responds perfectly, the teacher asks one volunteer to follow her command alone.
5. Finally, the teacher approaches other students who have been sitting observing her and their four classmates. The teacher gives the same command as the volunteer.
6. As the last step of the lesson, the teacher writes the command on the board, and when she writes the command, she acts it out. The student copy into their notebooks.

teachers first prepare themselves by collecting possible words to be applied. The words should be able to be represented by actions or not be abstract. After collecting all the words or phrases, the teacher gives an example by demonstrating the words to create meaning through physical movement. The teacher can ask students as a sample to represent the language through physical movements. Other students are also invited to participate. The teacher repeats the words and phrases and asks the students to demonstrate the meaning with appropriate physical movements. Once the student understands the meaning or demonstrates understanding, the teacher writes down the word or phrase so the student can see it. Students can do repetition and practice to keep their words and language improving and lasting. Teachers can also play the game "Simon Says and Circles" (Avezova, 2021). When the teacher says "Simon says" and then says a word or sentence, the student can explain what it means by demonstrating

using physical movements. for example the teacher says "simons says run" then the student should run as instructed. Another game that can be used is "circles", similar to the childhood toy "duck, duck, goose". Students are asked to make a circle around the teacher; when the teacher mentions a word or expression, students must define its meaning through movement. Students who are late in answering will be removed from the circle. This is repeated until one student remains, and that student is the winner.

4. The Advantage and Disadvantage of Total Physical Respon.

The advantages of TPR can determine the success of the method in teaching English. According to Frost (2007), students can enjoy the learning time, and it will lift the students' mood. It is a lot of fun. It lifts the pace and the mood. This method can teach from boredom and reduce students' stress because it needs an active class to succeed. Good kinesthetic learners are required to be active in the class. When students try to follow the rule of TPR and practice it as a command, for example, when the teacher demonstrates the word 'jump' in the class, they practice it. Unconsciously, students can remember the word 'jump' without memorizing. Because it links body movements to physical reactions and develops the brain. It is very memorable. It does assist students to recognize phrases or words. According to Sitaula (2008), The efficacy of the TPR approach has been tested in terms of how students can communicate in a foreign language if the teacher can encourage them

with the activities that lead them to use language. TPR interventions should ensure that students can hear new vocabulary and respond nonverbally in a realistic context (Pinter, 2003). TPR does not need a lot of preparation or a large class. In this scenario, it doesn't matter how many students in the class if can take the lead and decide what want to do, the learners will follow. That is why this method is very effective for young learners. Asher (2003) also mentioned some advantages of TPR methods. He believed that TPR helps students learn a target language by making them engage in stress-free situations and enjoyable activities instantly. Asher believes that TPR is appropriate for all ages, and he also believes that TPR is beneficial for building trust among students. For the explanation above, it can be concluded that (TPR) method is provided fun and enjoyment for students while learning a target language. Furthermore, TPR can help students memorize a target language's words.

Total physical Response also has disadvantage. Brown (2000, p. 30) proposes weaknesses of TPR as follow:

1. Students will feel embarrassed because they are not used to this. Students will prefer to copy in notes.
2. TPR is not flexible enough to teach everything; if used frequently, it will become repetitive. TPR should be combined with others because it requires a lot of energy so that learners do not feel tired in learning the language.

3. Although the use of TPR in the classroom is often effective, it has its drawbacks. When teachers use TPR in their lessons, they will have difficulty teaching abstract vocabulary or expressions.

In conclusion, TPR can become ineffective if teachers use it for a long period of time without replacing it with other activities that help teach the target language. Since TPR consists mostly of commands, students may get bored, and teachers should be ready to help students who are still shy.

5. Previous Study

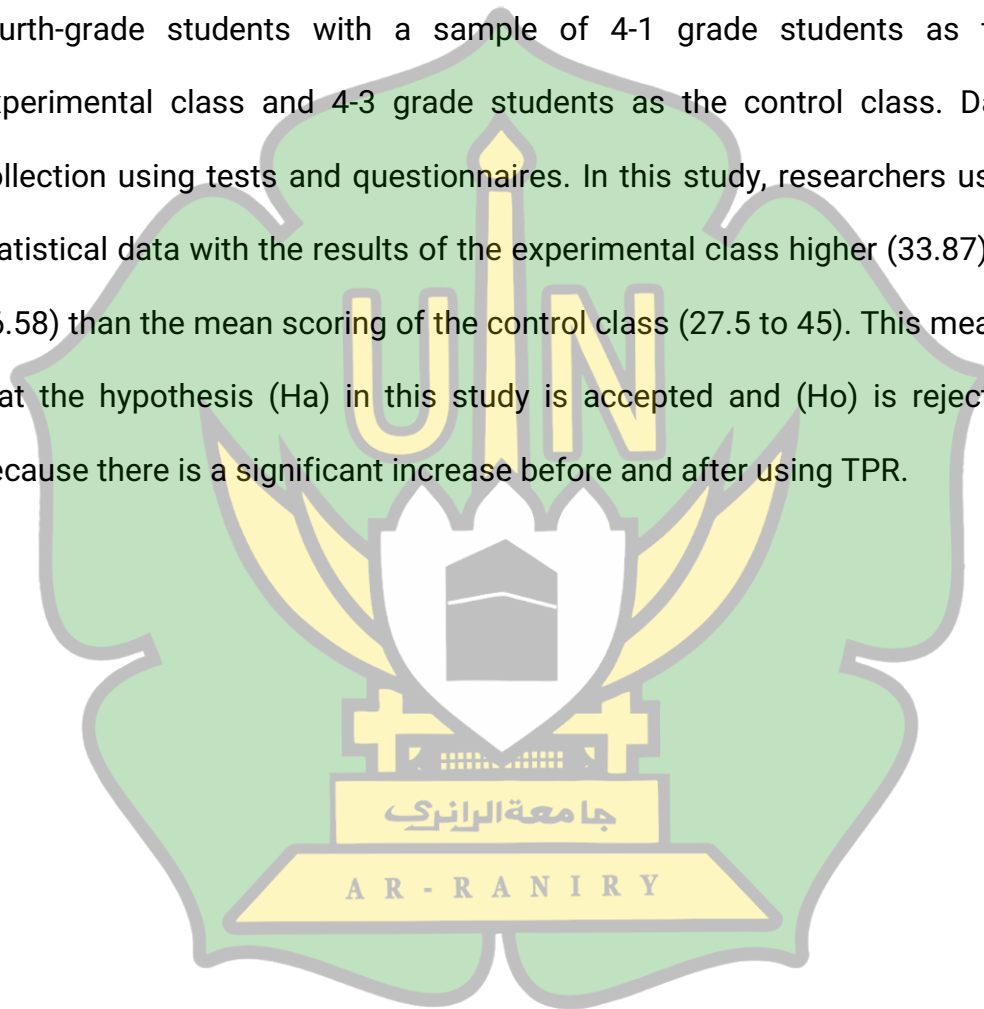
Ika (2020) Investigate students' vocabulary using the Total Physical Response of first-grade students in junior high school. The research design in this study used classroom action research (CAR). The samples of this study totaled 25 students. This research was conducted in two cycles; each cycle consisted of two meetings. There are two types of data, namely qualitative data and quantitative data. Qualitative data was obtained from the results of interviews, the results of observation sheets, daily notes, and documentation. Meanwhile, quantitative data was obtained from students' vocabulary test scores, including pretest, pretest I,

and post-test II. The results of data analysis in this study showed an increase in students' vocabulary mastery through the Total Physical Response method. The students achieved better scores in each cycle. The Minimum Completeness Criteria (KKM) in this school is 75. From the results of the data analysis, the average value obtained for the pretest was 56.3, the average for post-test I was 79.4, and the average for post-test II was 83.2. It can be seen that the average value has increased in each cycle. The percentage of student grades has also increased. The percentage of students' scores also increased. In the pretest, there were only 5 students who achieved a score of ≥ 75 or passed (20%). Achieved a score of ≥ 75 or passed (20%). In post-test I, 17 students successfully passed the test (68%) From the pretest to post-test I, the increase was 48%. In the post-test II, 23 students passed the test (92%). The increase from the post-test was 24%. The percentage of students' scores improved and got higher in every cycle.

While Devi (2020) examined the use of TPR in increasing the vocabulary of Pertiwi private elementary school students. In this study, researchers used experimental research by giving students a pretest before treatment and a posttest after treatment. The population was all elementary students, with a sample of students in class four, a total of 23 students. Sampling using random sampling techniques. In this study, the score value of the pretest was 53.81, while the posttest value was 81.74. There is a significant increase in the use of TPR to increase the vocabulary

of elementary students.

Putri (2020) conducted this study to see if there was a significant increase in student vocabulary at elementary school 11 Banda Aceh. This study applies a pre-experimental design; the population of this study is fourth-grade students with a sample of 4-1 grade students as the experimental class and 4-3 grade students as the control class. Data collection using tests and questionnaires. In this study, researchers used statistical data with the results of the experimental class higher (33.87 to 56.58) than the mean scoring of the control class (27.5 to 45). This means that the hypothesis (H_a) in this study is accepted and (H_o) is rejected because there is a significant increase before and after using TPR.



CHAPTER III

RESEARCH METHOD

A. Research Design

Quantitative methods are utilized to obtain data. According to Sugiyono (2018), quantitative data is a research approach that uses positivistic (concrete data) research data in the form of numbers to develop a conclusion by measuring it using statistics as a counting test tool related to the subject under study. The posttest and pretest scores can be used to measure student knowledge. According to Purwanto (2009), a pretest is a test given before teaching begins to determine how well students have grasped the topic. Meanwhile, Costa (2014) recommends the pretest/posttest as a highly effective assessment technique since it provides a brief and persuasive direct review that can improve student learning results.

To find out the data, the researcher gave a pretest to students to find out their initial abilities and continued to give a posttest after learning to see the results of the learning that had been done. The pre-experimental approach was used in this study, with a group pretest-posttest design; this study was to compare the pretest and posttest scores, which determine the success of the treatment.

B. Research participants

The selection technique for the sample in this research was purposive

sampling. Purposive sampling is a technique of sampling with consideration of specific criteria. According to Romayulis (2005), Pre-Test is a test given before teaching begins which aims to find out where students' mastery of the teaching material to be taught. This research conducted at Mtss Babun Najah. The population was first-grade students because first-graders were still learning much about vocabulary. Moreover, the researcher chose class VII E as sample with a total of 30 students with the criteria, the average score of the class is lower than the other classes and less responsive in the learning process.

C. Data Collection Techniques

In this study, the researcher use quantitative techniques in collect the data which is pre-test post-test.

1. Teaching Experiment

The researcher conducted a teaching presentation to support this research. There were 6 meetings in the teaching presentation. There were 35 minutes in one meeting. In the first meeting, the researcher conducted a pre-test to determine the accuracy and fluency of students in mastering vocabulary by asking several questions. After giving the pre-test, the researcher explained vocabulary and TPR as a learning method in the second meeting. In the third meeting, the researcher taught vocabulary using TPR, introducing new word and its meaning. The researcher reviewed the previous lesson at the fourth meeting and gave students time

to ask questions. The researcher re-introduced the vocabulary and asked the students to follow the instructions. At the last meeting, the researchers conducted a post-test to determine the student's progress after the treatment.

2. Tests

According to Arikunto (2009), the pre-test is an initial measurement instrument that occurs before research subjects receive treatment or intervention, while the post-test is useful as a tool for measuring changes that occur in research subjects after receiving training and learning. Before the students were given treatment, the researcher gave a pre-test to determine their initial abilities. The aim is to find out the extent to which students have mastered the teaching material to be taught. And continued with a post-test after treatment as the student's final assignment. The aim is to find out the extent to which students have mastered the teaching materials that researcher have taught.

D. Method of Data Analysis

1. scoring technique

The test method was given to students as an instrument with the aim to see how the increase in students' vocabulary mastery using total physical response. This study was aimed at students of MTsS Banda Aceh

school to increase their vocabulary mastery capacity. Then two tests were given, namely the pre-test to find out the extent of their vocabulary mastery, and the post-test which was given after the experiment to find out how effective the total physical response method given by the researcher to the students.

In giving the scored the students, the researchers used score analysis, as follows:

Table 3. 1 Score Classification for Student Performance Evaluation

No	classification	score
1	Excellent	91-100
2	Good	75-90
3	Fair	61-74
4	Less	51-60
5	Poor	0-50

(Depdikbud, 2006)

Data analysis techniques are crucial for interpreting research data, and they include the use of relevant statistical tools. In this study, the researcher utilized SPSS software for hypothesis testing, which allowed for practical and efficient data analysis. The data were analyzed to obtain descriptive statistics, frequency distributions, and to conduct a T-test. The T-test was used to determine the significance of the improvement in students' vocabulary mastery after the implementation of the Total

Physical Response (TPR) method. The hypothesis testing criteria were set at a significance level of $p < 0.05$, indicating that if the Sig.(2-tailed) value was smaller than 0.05, the null hypothesis would be rejected, favoring the alternative hypothesis. Conversely, if the Sig.(2-tailed) value was greater than 0.05, the null hypothesis would be accepted, and the alternative hypothesis would be rejected.

The researcher conducted a series of six teaching sessions, each lasting 35 minutes, to implement the Total Physical Response (TPR) method. In the first session, a pre-test was administered to assess the students' initial vocabulary mastery. This was followed by an introduction to the concept of vocabulary and the TPR learning method in the second session. The third session was dedicated to teaching new vocabulary using TPR, where students learned new words and their meanings through physical actions. The fourth session focused on reviewing the previously learned vocabulary and addressing any questions students might have. In the fifth session, the vocabulary was re-introduced, and students were asked to follow instructions that reinforced the vocabulary through physical movements. The final session concluded with a post-test to evaluate the students' progress and the effectiveness of the TPR method in enhancing their vocabulary mastery.

Ha: There is a significant improvement in students' vocabulary mastery after the implementation of the Total Physical Response method compared to before the implementation.

Ho: There is no significant improvement in students' vocabulary mastery after the implementation of the Total Physical Response method compared to before the implementation.



CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher presented research findings of the study about the implementation of Total Physical Response in improving the vocabulary mastery of Mttss Babun Najah students.

A. Findings

The result of the research were reported based on the research question in this study "Does using Total Physical Respon method improve the student's vocabulary mastery?"

The research conducted the Pre-test on April 22 2024. The researcher first gave a pre-test to students in the first meeting to determined their ability to master vocabulary. In the second meeting, the researcher gave treatment using the Total Physical Response method to improve students' vocabulary mastery. The researcher asked four students to volunteer to help the researcher carry out the instruction, and the other students paid attention to them. The researcher mentioned one word then practicing the movement of the word, and the student volunteer followed. After doing the same thing a few times, the researcher asked the other student to follow instructions while the researcher and four students only paid attention; this activity was carried out until 5 meetings. In the last meeting, the researcher gave a post-test as the last action to determined students' mastery of vocabulary through the use of Total Physical

Response. After analyzing the research results, the researcher presented tables and applied statistical procedures. These statistical procedures are presented to calculate the data easily and systematically. The table showed the distribution of scores before and after the treatment to display the pre-test and post-test scores. The significant differences between the two are illustrated in the comparison table below.

a. Pre-test

Before the treatment, the researcher first gave a pre-test to determine the students' vocabulary ability. The frequency and percentage of the pretest can be seen from the following table.

Table 4. 1
Frequency and Percentage Distribution of Pre-test Scores
POST-TEST

		Frequency	Percent	Valid Percent	Cumulative Percent
VValid	70	4	13,3	13,3	13,3
	75	9	30,0	30,0	43,3
	80	8	26,7	26,7	70,0
	85	3	10,0	10,0	80,0
	90	4	13,3	13,3	93,3
	95	2	6,7	6,7	100,0
	Total	30	100,0	100,0	

The table above shows the frequency and percentage of 30 students, and there are 8 (26.7%) students got 40, 4 (13.3%) students got 45, 11 (36.7%) students got 50, 5 (16.7%) students got 55, 2 (6.7%) students 60. Meanwhile seven students get less category and 23 students get poor category.

b. Post-test

After the treatment, the researcher gave a posttest to determine the results of students' vocabulary mastery using total physical response. The frequency and percentage of the posttest can be seen from the following table.

Table 4. 2
Frequency and Percentage Distribution of Post-test Scores

PRE-TEST

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	8	26,7	26,7	26,7
	45	4	13,3	13,3	40,0
	50	11	36,7	36,7	76,7
	55	5	16,7	16,7	93,3
	60	2	6,7	6,7	100,0
Total		30	100,0	100,0	

Shows the frequency and percentage of student scores after treatment. There were 4 (13.3%) students who scored 70, 9 (30.0%) students scored 75, 8 (26.7%) students scored 80, 3 (10.0%) students scored 85, 4 (13.3%) students scored 90, and 2 (6.7%) students scored 95. A total of 4 students got the fair category, 24 students got the good category, and 2 students got the excellent category

c. The improvement of students' vocabulary mastery by using Total Physical Response

The Total Physical Response (TPR) method has been central to this study's efforts to enhance students' vocabulary

mastery. This section presents findings showing TPR's effectiveness in improving vocabulary acquisition and retention. Through pretest and posttest analysis, the study offers evidence of TPR's positive impact on students' language learning. The subsequent discussion will examine these findings' implications for English language education.

**Table 4. 3 Improvement in Students' Vocabulary Mastery Using TPR
Mean score**

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test	48,17	30	6,226	1,137
	post-Test	80,00	30	7,311	1,335

Table above shows an increase in student vocabulary through total physical response. Shown through the mean score of the pre-test and post-test test, there is (48.17) for the pre-test and then an increase in the post-test with a good category (80.00), which means there is an improvement of 66.08% from the pre-test and post-test values.

d. Test of Hypothesis

According to Widiyanto (2013), the T-test is a testing method that can be used to compare the average difference before and after treatment. To find the results of the research hypothesis. T-scores play an essential role in the analysis of this study. To compare the data, scores,

and effectiveness findings from this study, the T-score seeks to identify the significant differences between the Pre-test, which served as the first test, and the Post-Test, which served as the second test. After determining the calculation results, The researcher compared the t-test findings with the t-table value. In this case, the researcher can see if the t-test value is higher than the t-table (alpha: 5%), from which it can be stated that there is a genuine change and significant difference in the results achieved by the students while learning.

B. Discussion

The findings of this study provide empirical evidence supporting the theoretical underpinnings of the Total Physical Response (TPR) method in enhancing vocabulary acquisition. The results indicate a substantial improvement in vocabulary mastery among students at MTsS Babun Najah, as demonstrated by the significant difference between pretest and posttest scores. This improvement aligns with Asher's (2003) assertion that TPR is effective across all ages and facilitates vocabulary learning in a stress-free environment.

The pretest results revealed a general lack of vocabulary mastery, particularly with daily verbs, among the students. This initial challenge is consistent with previous research highlighting students' difficulties in retaining new vocabulary due to disinterest and boredom (Ika, 2020; Devi, 2020; Putri, 2020). The implementation of TPR addressed these issues by

creating an engaging and active learning environment where students were less likely to feel bored or disengaged.

The posttest results, which showed a marked increase in the number of students achieving "good" and "excellent" scores, underscore the effectiveness of TPR in enhancing vocabulary retention and application. This outcome is in line with previous studies that have documented positive student responses to TPR, including increased enthusiasm and participation in learning activities.

However, it is important to note that while TPR has proven to be effective in improving vocabulary mastery, the method should not be used in isolation. As observed in this study, continuous application of TPR may lead to a decline in student enthusiasm. Therefore, TPR should be integrated with other teaching methods to maintain its effectiveness and to cater to the varied learning needs of students.

The statistical analysis, which yielded a t-test value greater than the t-table value, confirms the significant impact of the TPR method on students' vocabulary mastery. This finding reinforces the alternative hypothesis (H_a) that there is a significant improvement in vocabulary mastery after implementing TPR, thereby rejecting the null hypothesis (H_0).

In conclusion, the findings of this study not only contribute to the existing body of knowledge on the effectiveness of the TPR method but also provide practical implications for educators in designing more

engaging and effective vocabulary instruction



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis in this research, there is a significant difference in improving students' vocabulary mastery after using Total Physical Response. This can be seen from the average significance value of the student pre-test and post-test. It can be defined that Total Physical Response can improve students' vocabulary so that students can remember vocabulary well. The hypothesis in this research is also accepted because $T\text{-test} > T\text{ table}$ because the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected, which means that Total physical response affects improving student vocabulary mastery.

In first meeting, students felt confused by the class atmosphere because students had never learned to use the total physical response method before, some students were awkward in interacting after introductions and briefings students began to show interest. In the second and subsequent meetings the teacher began to carry out treatment and asked several volunteers to help the teacher, while other students watched, students were very enthusiastic about seeing volunteers because students had never been in a class with this method before.

In the last meeting, students can easily remember the vocabulary that has been given through movement, according to the students, the total physical response method is very fun and does not make them bored.

B. Suggestion

Teachers are encouraged to motivate students to understand the benefits and purposes of mastering vocabulary. They are expected to assist students in mastering vocabulary by using effective methods that facilitate easier vocabulary retention, making the class more engaging and less monotonous. Teachers should continuously develop their knowledge of various teaching methods to make the teaching process more dynamic. Patience and sincerity are essential in imparting knowledge and managing different student characters. The more new vocabulary students acquire, the more their vocabulary mastery will develop.

For future research on improving students' vocabulary mastery by using Total Physical Response, several steps should be followed. First, clearly identify the research problem by defining the specific issues related to students' vocabulary mastery that need to be addressed through the use of TPR. Next, formulate research objectives and hypotheses, setting clear goals for the research, such as determining the effectiveness of TPR on vocabulary mastery, and developing hypotheses to test, for example, "TPR significantly improves students' vocabulary mastery." Conduct a

thorough literature review of existing studies and theories related to vocabulary teaching and TPR to establish a solid theoretical foundation for the research.

In terms of research design and methodology, choose an appropriate research design, such as a quasi-experimental design, to compare the outcomes of pre-test and post-test assessments. Detail the sample selection, including participant characteristics and sampling methods. Develop reliable and valid tools for data collection, such as vocabulary tests for pre-test and post-test assessments, ensuring they accurately measure vocabulary mastery. The data collection process should involve administering a pre-test to assess initial vocabulary mastery, implementing TPR during the intervention period through several teaching sessions to introduce and reinforce vocabulary, and finally, administering a post-test to measure any improvements in vocabulary mastery.

For data analysis, use appropriate statistical methods, such as SPSS software, to analyze the data. Compare pre-test and post-test results to determine the effectiveness of TPR and conduct hypothesis testing at a significance level of $p < 0.05$. Lastly, interpret the findings in the context of the research objectives and hypotheses, discussing the implications for vocabulary teaching and suggesting areas for further research. Highlight the benefits and potential limitations of using TPR in vocabulary instruction to provide a comprehensive understanding of its

impact.



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Appendix 1 Appoitment Letter of Supervision





KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR: B-11937/Un.08/FTK/Kp.07.6/11/2023

TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA

DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

- Menimbang :
- bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk pembimbing skripsi;
 - bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai pembimbing skripsi mahasiswa;
 - bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.
- Mengingat :
- Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
 - Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
 - Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
 - Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
 - Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
 - Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
 - Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
 - Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
 - Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
 - Keputusan Menteri Keuangan Nomor 293/Kmk.05/2011, tentang penetapan UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
 - Surat Keputusan Rektor UIN Ar-Raniry Banda Aceh Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.
- MEMUTUSKAN
- Menetapkan : Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa.
- KESATU : Menunjuk Saudara :
Siti Khasinah, S.Ag., M.Pd
- Untuk membimbing Skripsi
- Nama : **Nadia Julhusni**
NIM : **180203229**
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : **Improving students' vocabulary by using Total Physical Response**
- KEDUA : Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;
- KETIGA : Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2023 Tanggal 30 November 2022 Tahun Anggaran 2023;
- KEEMPAT : Surat Keputusan ini berlaku selama enam bulan sejak tanggal ditetapkan;
- KELIMA : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh
Pada tanggal : 15 November 2023
Dekan,



nbusan
Sekjen Kementerian Agama RI di Jakarta;
Dirjen Pendidikan Islam Kementerian Agama RI di Jakarta;
Direktur Perguruan Tinggi Agama Islam Kementerian Agama RI di Jakarta;
Kantor Pelayanan Perbendaharaan Negara (KPPN), di Banda Aceh;
Rektor UIN Ar-Raniry Banda Aceh di Banda Aceh;
Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh di Banda Aceh;
Yang bersangkutan,
Arsip.



Appendix 2 Recommendation Letter from Fakultas dan Keguruan to Conduct Field Research



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBİYAH DAN KEGURUAN
 Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
 Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-3193/Un.08/FTK-I/PP.00.9/04/2024
 Lamp : -
 Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,

1. Kementerian Agama Kota Banda Aceh
2. MTs Babun Najah

Assalamu'alaikum Wr.Wb.
 Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **Nadia jul husni / 180203229**
 Semester/Jurusan : XII / Pendidikan Bahasa Inggris
 Alamat sekarang : Doi, Kec. Ulee Kareng, Kota Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul **Improving student's vocabulary by using total physical response**

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 24 April 2024
 an. Dekan
 Wakil Dekan Bidang Akademik dan
 Kelembagaan,



A R - R Y




Berlaku sampai : 30 April
 2024

Prof. Habiburrahim, S.Ag, M.Com., Ph.D.

Appendix 3 Confirmation Letter from School


YAYASAN PESANTREN BABUN NAJAH
MADRASAH TSANAWIYAH SWASTA (MTsS) BABUN NAJAH
 NSM : 121211710005 / NPSN : 10114184
 Jl. Kebon Raja Desa Doy Kec. Ulee Kareng - Kota Banda Aceh, Telp. (0651) 33138, Kode Pos. 23117, Email : mtas_bna@yahoo.com


SURAT KETERANGAN PENELITIAN
 Nomor : B-134/Mts.01.07.9/TL.00/05/2024


Kepala Madrasah Tsanawiyah Swasta (MTsS) Babun Najah Banda Aceh menerangkan bahwa:

Nama : Nadia Jul Husni
 NIM : 180203229
 Prodi : Pendidikan Bahasa Inggris

Sehubungan surat Izin Penelitian dari Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Nomor : B-3193/Un.08/FTK.1/TL.00/04/2024 Tanggal 24 April 2024 Perihal Bantuan dan Keizinan Pengumpulan Data Untuk Penulisan Skripsi, dan surat Kepala Kantor Kementerian Agama Kota Banda Aceh Nomor : B-2547/kk.01.07/4/TL.00/04/2024 Tanggal 24 April 2024, Perihal Rekomendasi Melakukan Penelitian, maka benar yang tersebut namanya di atas telah mengadakan penelitian dan pengumpulan data pada MTs Swasta Babun Najah Kota Banda Aceh untuk memenuhi persyaratan dalam menyusun Skripsinya, dengan Judul: "*Improving student's vocabulary by using total physical response.*"

Demikianlah kami berikan surat keterangan ini untuk dapat dipergunakan seperlunya

Banda Aceh, 15 Mei 2024
 Kepala,

 Sri Muliana



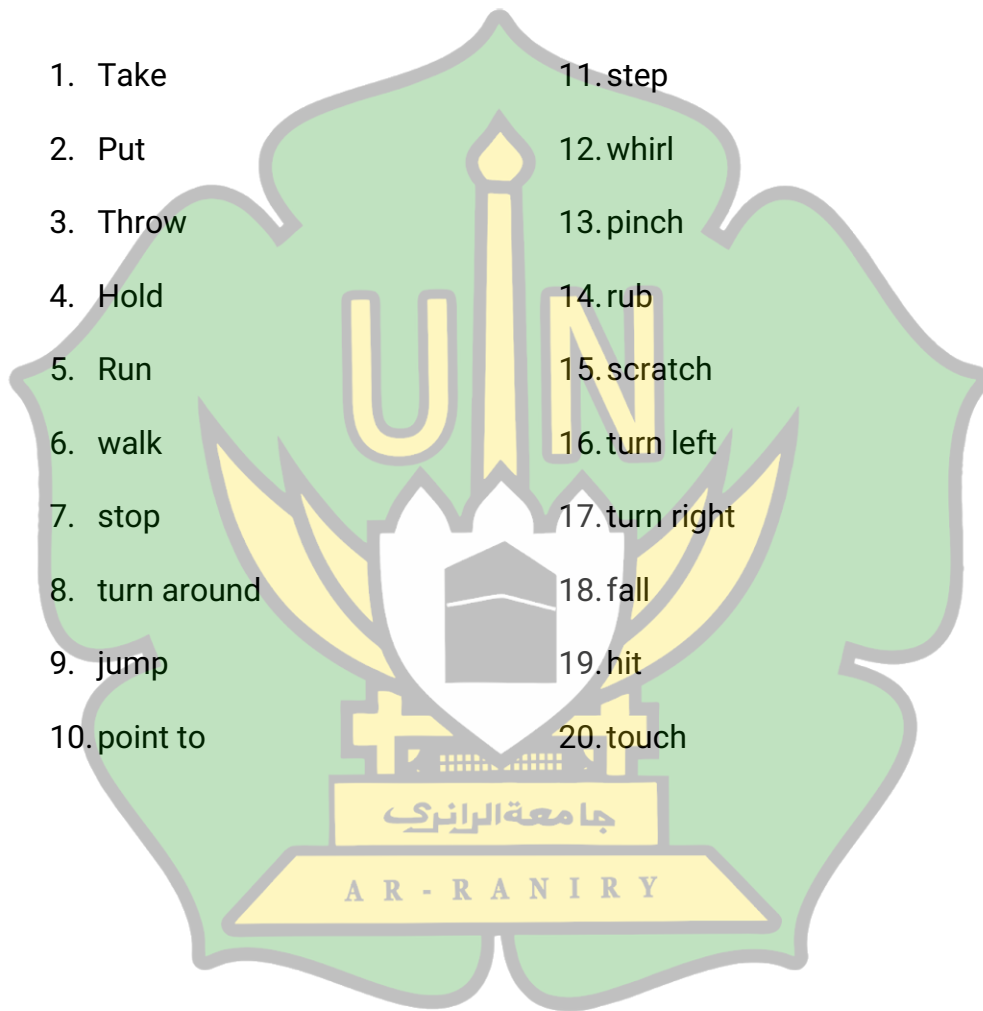
Appendix 4 PRETEST

NAME :

CLASS :

Translate into indonesia !

- | | |
|----------------|----------------|
| 1. Take | 11. step |
| 2. Put | 12. whirl |
| 3. Throw | 13. pinch |
| 4. Hold | 14. rub |
| 5. Run | 15. scratch |
| 6. walk | 16. turn left |
| 7. stop | 17. turn right |
| 8. turn around | 18. fall |
| 9. jump | 19. hit |
| 10. point to | 20. touch |



Appendix 5 POSTTEST

NAME :

CLASS :

Translate into indonesia !

- | | |
|---------------|-----------------|
| 1. turn right | 11. turn around |
| 2. fall | 12. jump |
| 3. hit | 13. point to |
| 4. touch | 14. hold |
| 5. rub | 15. Run |
| 6. scratch | 16. walk |
| 7. turn left | 17. Throw |
| 8. step | 18. Hold |
| 9. whirl | 19. Take |
| 10. pinch | 20. Put |



MODUL AJAR

1. IDENTITAS MODUL

Nama Guru Mapel : Nadia Julhusni
 Institusi : Madrasah Tsanawiyah Swasta Babun Najah
 Tahun Pelajaran : 2023-2024
 Kelas : VII
 Mata Pelajaran : B. Inggris
 Alokasi Waktu : 10 JP (10 x 35 Menit)
 Fase :
 Elemen :

Peserta didik dapat meningkatkan penguasaan kosa kata dan mampu mengingat kosa kata dengan baik serta dapat menggunakannya di dalam kelas ataupun diluar kelas.

2. KOMPETENSI AWAL

1. Peserta didik mampu meningkatkan penguasaan kosa kata dan menggunakannya dengan baik didalam kelas ataupun diluar kelas.
2. Peserta didik mampu mengingat kosa kata dengan baik.

3. PROFIL PELAJAR PANCASILA DAN PELAJAR RAHMATAN LIL ALAMIN

Profil Pelajar Pancasila:

- Beriman, bertakwa kepada Tuhan yang Maha Esa dan berakhlak mulia, berkebhinekaan global, mandiri, gotong royong, bernalar kritis dan kreatif.

Profil Pelajar Rahmatan Lil Alamin:

- Taaddub, tawassuth, tathawwur wa ibtikar, dan tasamuh

4. SARANA DAN PRASARANA

- Media:
White Board, gambar terkait hewan
- Sumber Belajar:
Buku Bahasa Inggris Kelas 7 (Penerbit Erlangga).

5. TARGET PESERTA DIDIK

Kategori peserta didik dalam proses pembelajaran ini adalah

- Peserta didik reguler.
- Peserta didik dengan kesulitan belajar
- Peserta didik cerdas berbakat

Jumlah peserta didik maksimum 27 anak

6. MODEL PEMBELAJARAN

Total Physical Response

KOPETENSI INTI

1. TUJUAN PEMBELAJARAN

Peserta didik mampu meningkatkan penguasaan kosa kata dan mampu mengingat kosa kata dengan baik serta dapat menggunakan kosa kata di dalam kelas ataupun diluar kelas.

2. KETERIA KETUNTASAN TUJUAN PEMBELAJARAN (KKTP)

Melalui model pembelajaran *Total Physical response* peserta didik dapat:

1. Siswa dapat mengingat kosa kata dengan baik
2. Siswa dapat menirukan instruksi yang di dengar dengan pengucapan yang benar
3. Siswa dapat merespon ucapan guru dengan benar
4. Siswa dapat melakukan instruksi guru dengan benar

3. PEMAHAMAN BERMAKNA

Kosa kata merupakan aspek terpenting dalam penyusunan sebuah kalimat dalam bahasa inggris kosa kata awal dari penguasaan speaking, reading, listening dan grammar.

4. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

- Guru menyiapkan sarana dan prasarana yang akan dipakai
- Guru menyiapkan lingkungan belajar yang nyaman
- Guru menyiapkan bahan ajar

I. Pertemuan 1 (2 x 35 Menit)

Kegiatan Pendahuluan (10 Menit) جامعة الرازي

1. Guru membuka pelajaran dengan salam dan meminta peserta didik untuk berdoa bersama-sama, memperhatikan kesiapan peserta didik, memeriksa kehadiran, kerapihan, dan posisi tempat duduk peserta didik.
2. Guru memberikan motivasi dan mengajukan pertanyaan yang terkait dengan materi yang telah dipelajari.

Kegiatan Inti (50 Menit)

1. Guru memperkenalkan metode total physical response pada siswa
2. Guru menjelaskan kepada siswa bahwa pembelajaran ini menggunakan metode total physical response
3. Guru memberikan contoh kepada siswa tentang penggunaan total physical response menggunakan kosa kata
4. Guru meminta 4 siswa sebagai volunteer untuk membantu guru

5. Guru mengajak 4 siswa volunteer untuk mengikuti instruksi guru sedangkan siswa lainnya memperhatikan
6. Guru melakukan sebuah instruksi dengan menyebutkan kosa katanya dan 4 siswa volunteer mengikuti instruksi guru tersebut
7. Guru mengulangi kosa kata dan instruksi tersebut hingga beberapa kali hingga siswa memahami instruksi tanpa bantuan gerakan dari guru
8. Setelah 4 siswa volunteer memahami dan melakukan instruksi dengan benar selanjutnya guru meminta siswa selain volunteer untuk melakukan instruksi yang diberikan guru seperti sebelumnya
9. Siswa melakukan instruksi guru tersebut hingga benar benar memahami
10. Selanjutnya guru memberikan kertas yang berisi tentang kosa kata dan meminta siswa untuk menerjemahkan kata tersebut sesuai dengan kemampuan siswa.

Kegiatan Penutup (10 Menit)

1. Guru dan peserta didik melakukan refleksi terkait seluruh seluruh proses belajar yang sudah dilaksanakan
2. Guru menyampaikan materi yang akan dibahas dipertemuan yang akan datang
3. Guru menutup pembelajaran.

Pertemuan 2 Kegiatan Pendahuluan

1. Guru membuka pelajaran dengan salam dan meminta peserta didik untuk berdoa bersama-sama, memperhatikan kesiapan peserta didik, memeriksa kehadiran, kerapian, dan posisi tempat duduk peserta didik.
2. Guru memberikan motivasi dan mengajukan pertanyaan yang terkait dengan materi yang telah dipelajari.

Kegiatan Inti

1. Guru menjelaskan tentang metode total physical response dan tujuan pembelajaran
2. Guru meminta 4 siswa sebagai volunteer untuk maju kedepan
3. Guru mengajak 4 siswa volunteer untuk mengikuti instruksi guru sedangkan siswa lainnya memperhatikan
4. Guru melakukan sebuah instruksi dengan menyebutkan kosa kata dan 4 siswa volunteer mengikuti instruksi guru tersebut
5. Guru mengulangi kosa kata dan instruksi tersebut hingga beberapa kali hingga siswa memahami instruksi tanpa bantuan gerakan dari

guru

6. Setelah 4 siswa volunteer memahami dan melakukan instruksi dengan benar selanjutnya guru meminta siswa selain volunteer untuk melakukan instruksi yang diberikan guru seperti sebelumnya
7. Siswa melakukan instruksi guru tersebut hingga benar benar memahami dan mengingat instruksi tersebut dengan baik
8. Guru menuliskan instruksi tersebut dipapan tulis dan meminta siswa untuk memindahkan ke buku catatan

Kegiatan Penutup

1. Guru dan peserta didik melakukan refleksi terkait seluruh proses belajar yang sudah dilaksanakan
2. Guru menyampaikan materi yang akan dibahas dipertemuan yang akan datang
3. Guru dan peserta bersama-sama mengucapkan hamdalah dan pengakuan terhadap kekurangan dengan menyebutkan *WallahuA'lambial-shawab*

Pertemuan 3 (2 x 35 Menit)

KegiatanPendahuluan (10 Menit)

1. Guru membuka pelajaran dengan salam dan meminta peserta didik untuk berdoa bersama-sama, memperhatikan kesiapan peserta didik, memeriksa kehadiran, kerapian, dan posisi tempat duduk peserta didik serta memberikan motivasi.

KegiatanInti (50 Menit)

1. Guru menjelaskan tentang metode total physical response dan tujuan pembelajaran
2. Guru meminta 4 siswa sebagai volunteer untuk maju kedepan
3. Guru mengajak 4 siswa volunteer untuk mengikuti instruksi guru sedangkan siswa lainnya memperhatikan
4. Guru melakukan sebuah instruksi dengan menyebutkan kosa kata dan 4 siswa volunteer mengikuti instruksi guru tersebut
5. Guru mengulangi kosa kata dan instruksi tersebut hingga beberapa kali hingga siswa memahami instruksi tanpa bantuan gerakan dari guru
6. Setelah 4 siswa volunteer memahami dan melakukan instruksi dengan benar selanjutnya guru meminta siswa selain volunteer untuk melakukan instruksi yang diberikan guru seperti sebelumnya
7. Siswa melakukan instruksi guru tersebut hingga benar benar memahami dan mengingat instruksi tersebut dengan baik

8. Guru menuliskan instruksi tersebut dipapan tulis dan meminta siswa untuk memindahkan ke buku catatan

Kegiatan Penutup (10 Menit)

1. Guru dan peserta didik melakukan refleksi terkait seluruh seluruh proses belajar yang sudah dilaksanakan
2. Guru menyampaikan materi yang akan dibahas dipertemuan yang akan datang
3. Guru menutup pembelajaran.

Pertemuan 4 (2 x 35 Menit)

Kegiatan Pendahuluan (10 Menit)

1. Guru membuka pelajaran dengan salam dan meminta peserta didik untuk berdoa bersama-sama, memperhatikan kesiapan peserta didik, memeriksa kehadiran, kerapian, dan posisi tempat duduk peserta didik serta memberikan motivasi.

Kegiatan Inti (50 Menit)

1. Guru menjelaskan tentang metode total physical response dan tujuan pembelajaran
2. Guru meminta 4 siswa sebagai volunteer untuk maju kedepan
3. Guru mengajak 4 siswa volunteer untuk mengikuti instruksi guru sedangkan siswa lainnya memperhatikan
4. Guru melakukan sebuah instruksi dengan menyebutkan kosa kata dan 4 siswa volunteer mengikuti instruksi guru tersebut
5. Guru mengulangi kosa kata dan instruksi tersebut hingga beberapa kali hingga siswa memahami instruksi tanpa bantuan gerakan dari guru
6. Setelah 4 siswa volunteer memahami dan melakukan instruksi dengan benar selanjutnya guru meminta siswa selain volunteer untuk melakukan instruksi yang diberikan guru seperti sebelumnya
7. Siswa melakukan instruksi guru tersebut hingga benar benar memahami dan mengingat instruksi tersebut dengan baik
8. Guru menuliskan instruksi tersebut dipapan tulis dan meminta siswa untuk memindahkan ke buku catatan

Kegiatan Penutup (10 Menit)

1. Guru dan peserta didik melakukan refleksi terkait seluruh seluruh proses belajar yang sudah dilaksanakan
2. Guru menyampaikan materi yang akan dibahas dipertemuan yang akan datang
3. Guru menutup pembelajaran.

Pertemuan 5 (2 x 35 Menit)

KegiatanPendahuluan (10 Menit)

Guru membuka pelajaran dengan salam dan meminta peserta didik untuk berdoa bersama-sama, memperhatikan kesiapan peserta didik, memeriksa kehadiran, kerapihan, dan posisi tempat duduk peserta didik serta memberikan motivasi.

KegiatanInti (50 Menit)

1. Guru menjelaskan tentang metode total physical response dan tujuan pembelajaran
2. Guru meminta 4 siswa sebagai volunteer untuk maju kedepan
3. Guru mengajak 4 siswa volunteer untuk mengikuti instruksi guru sedangkan siswa lainnya memperhatikan
4. Guru melakukan sebuah instruksi dengan menyebutkan kosa kata dan 4 siswa volunteer mengikuti instruksi guru tersebut
5. Guru mengulangi kosa kata dan instruksi tersebut hingga beberapa kali hingga siswa memahami instruksi tanpa bantuan gerakan dari guru
6. Setelah 4 siswa volunteer memahami dan melakukan instruksi dengan benar selanjutnya guru meminta siswa selain volunteer untuk melakukan instruksi yang diberikan guru seperti sebelumnya
7. Siswa melakukan instruksi guru tersebut hingga benar benar memahami dan mengingat instruksi tersebut dengan baik
8. Guru menuliskan instruksi tersebut dipapan tulis dan meminta siswa untuk memindahkan ke buku catatan

KegiatanPenutup (10 Menit)

1. Guru dan peserta didik melakukan refleksi terkait seluruh seluruh proses belajar yang sudah dilaksanakan
2. Guru menyampaikan materi yang akan dibahas dipertemuan yang akan datang.
3. Guru menutup pembelajaran.

Pertemuan 6 (2 x 35 Menit)

KegiatanPendahuluan (10 Menit)

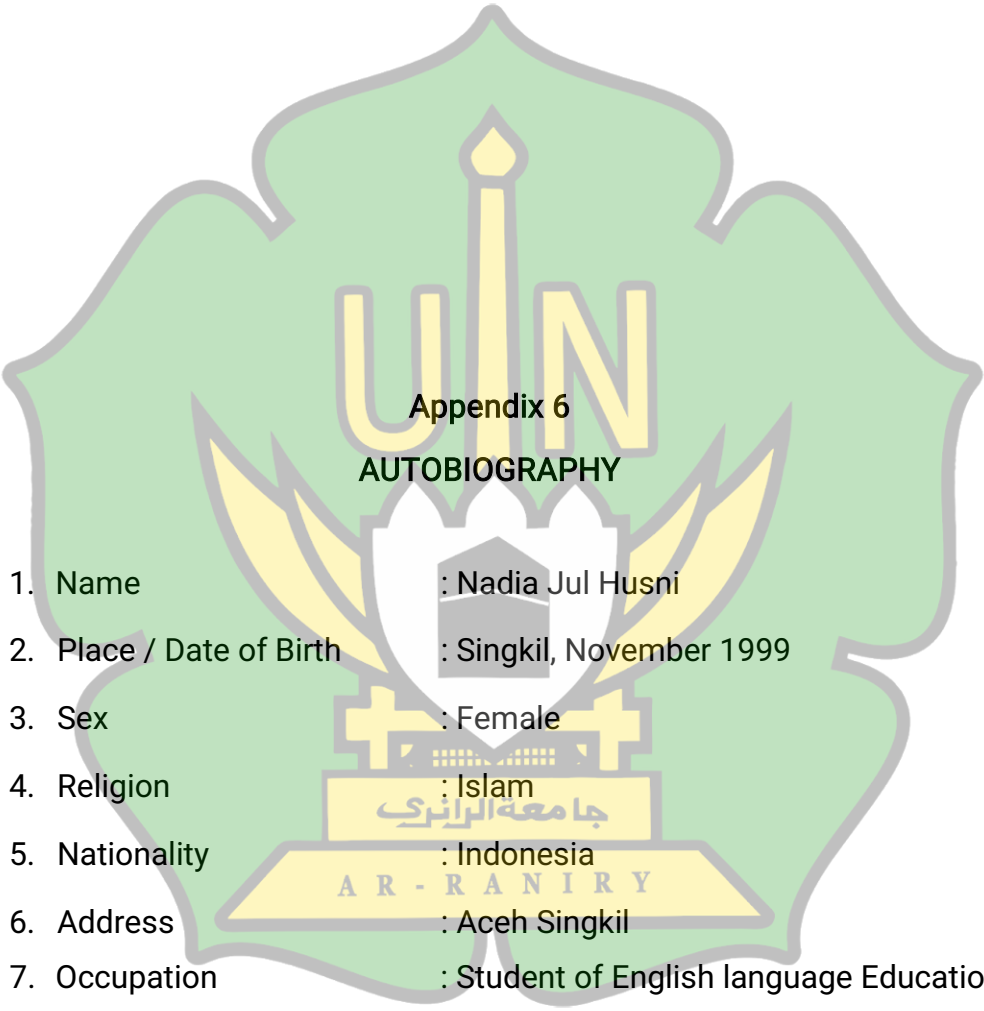
Guru membuka pelajaran dengan salam dan meminta peserta didik untuk berdoa bersama-sama, memperhatikan kesiapan peserta didik, memeriksa kehadiran, kerapihan, dan posisi tempat duduk peserta didik serta memberikan motivasi.

Kegiatan Inti (50 Menit)

1. Guru menjelaskan tentang metode total physical response dan tujuan pembelajaran
2. Guru meminta 4 siswa sebagai volunteer untuk maju kedepan
3. Guru mengajak 4 siswa volunteer untuk mengikuti instruksi guru sedangkan siswa lainnya memperhatikan
4. Guru melakukan sebuah instruksi dengan menyebutkan kosa kata dan 4 siswa volunteer mengikuti instruksi guru tersebut
5. Guru mengulangi kosa kata dan instruksi tersebut hingga beberapa kali hingga siswa memahami instruksi tanpa bantuan gerakan dari guru
6. Setelah 4 siswa volunteer memahami dan melakukan instruksi dengan benar selanjutnya guru meminta siswa selain volunteer untuk melakukan instruksi yang diberikan guru seperti sebelumnya
7. Siswa melakukan instruksi guru tersebut hingga benar benar memahami dan mengingat instruksi tersebut dengan baik
8. Selanjutnya guru memberikan kertas yang berisi tentang kosa kata dan meminta siswa untuk menerjemahkan kata tersebut sesuai dengan apa yang telah mereka pelajari.

Kegiatan Penutup (10 Menit)

4. Guru dan peserta didik melakukan refleksi terkait seluruh seluruh proses belajar yang sudah dilaksanakan
5. Guru menyampaikan materi yang akan dibahas dipertemuan yang akan datang
6. Guru menutup pembelajaran.



Appendix 6
AUTOBIOGRAPHY

1. Name : Nadia Jul Husni
2. Place / Date of Birth : Singkil, November 1999
3. Sex : Female
4. Religion : Islam
5. Nationality : Indonesia
6. Address : Aceh Singkil
7. Occupation : Student of English language Education
of Ar-Raniry Islamic State University
8. Parents
 - a. Father's Name : Kamal Husni
 - b. Mother's Name : Yuliani
 - c. Father's Occupation : Entrepreneur

d. Mother's Occupation : Housewife

9. Address : Aceh Singkil

10. Educational Background

a. Elementary School : MIN 1 Aceh Singkil

b. Junior High School : MTSN 1 Aceh Singkil

c. Senior High School : MAS PPAr-Raudlatul Hasanah Medan

d. University : Education and Teacher Training Faculty
of Ar-Raniry Islamic State University,
English Language Education Department

Banda Aceh, June 2024

The Writer

Nadia Jul Husni

