

**THE EFFECTIVENESS OF THE TOTAL PHYSICAL RESPONSE  
METHOD IN VOCABULARY MASTERY AT STATE ELEMENTARY  
SCHOOL OF MENDALANWANGI 03**

**THESIS**



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**2022**

**THE EFFECTIVENESS OF THE TOTAL PHYSICAL RESPONSE METHOD IN  
VOCABULARY MASTERY AT STATE ELEMENTARY SCHOOL OF  
MENDALANWANGI 03**

**(A Pre-Experimental Study at Five grade of SDN Mendalanwangi 03)**

**THESIS**

*Submitted to the Faculty of Education and Teacher training in Partial Fulfillment of the  
Requirement for the Degree of English Language Teaching (S.Pd.) in the English Education  
Department*



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**THE EFFECTIVENESS OF THE TOTAL PHYSICAL RESPONSE METHOD  
IN VOCABULARY MASTERY AT STATE ELEMENTARY SCHOOL OF  
MENDALANWANGI 03**

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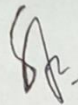
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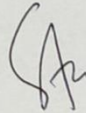
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**LEGITIMATION SHEET**

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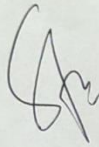
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### **APPROVAL**

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## **MOTTO**

Yakinlah ada sesuatu yang menantimu selepas banyak kesabaran yang kau jalani, yang membuatmu terpana hingga kau lupa betapa pedihnya rasa sakit  
“Ali bin Abi Thalib”

Ujian datang bukan membuat kita sulit dalam menjalani aktivitas, namun dapat meningkatkan kualitas kita dihadapan Allah sehingga menjadi manusia yg bernilai dan bermanfaat  
“Ustad Adi Hidayat”

Prosesnya mungkin ga mudah, namun endingnya bikin ga berhenti mengucapkan  
“ALHAMDULILLAH”  
“Anynomuos”



## **THESIS DEDICATION**

I dedicate this thesis to myself as Ismi Ata Nabila. I thank myself for struggling independently in completing this thesis. For my mother Yulik Kunsdrianik and my father Supriyadi, and all my family, especially the “Cemara Family” of who I always want to be proud. And I also dedicate this to my beloved teacher, Mrs. Linda Mayasari, who has helped me directly in the preparation of this thesis from beginning to end. And also thanks to Ms. Septia Dwi Jayanti who has guided me to finish this thesis with patience and fortitude. The most important thing is Mr. Alam Aji Putera who has directed my thesis proposal in detail and well. I do not forget to thank Mrs. Yuli as the supervising teacher who guided me during data collection at school. And most importantly, thank you to Ustad Sugeng Junaedi and Ustadzah Ulfa as Chair of TPQ Al-Mubarak who have provided support and prayers. And a big thank you to my best support system, Faradina Eka Mashita d Faiz who have helped me in completing this thesis, for their prayers and support. And also my friends from the TBI'18 department (Morpheus) and from other parties involved, thank you for everything.

## ACKNOWLEDGEMENT

*Bismillahirraamaanirrahiim,*

Praise and gratitude to Allah SWT because of His mercy and grace, the writer was able to complete the thesis entitled "The Effectiveness of the Total Physical Response Method in Mastering Vocabulary at SDN Mendalanwangi 03". In writing this thesis, the researcher received support from various parties from various circles. Thus, with humility and care, on this occasion the author would like to thank:

1. My parents my mother, Yulik Kusdrianik, and my father Supriyadi for their prayers and support. And to my beloved big family "Cemara Family" who has helped me in completing this thesis.
2. Prof. Dr. H. M Zainuddin, MA as Rector of Maulana Malik Ibrahim State Islamic University Malang
3. Prof. Dr. H Nur Ali, M.Pd as Dean of the Faculty of Teacher Training and Education, State Islamic University Maulana Malik Ibrahim Malang
4. Dr. H. Langgeng Budianto, M.Pd as the Head of the Department of English Education always gives a lot of motivation to all students of the Department of English Education
5. My supervisor, Septia Dwi Jayanti, M.Pd is patient in guiding me, and is thorough, sincere, and always humble to complete this thesis as well as possible.
6. All lecturers of the Department of English Education who have taught and guided us all for the past 4 years. Hopefully healthy and always in the protection of Allah SWT.
7. My supervisor, Yuli, S.Pd has guided me in collecting research data. Accept my best thanks.
8. All Grade Five and Grade Six have taken the time and helped me in collecting research data.
9. To colleagues in the Department of English Education who always provide help and support, especially to Farda, Tamami, Tata, Ismail, Misti'ah, Jihan, Lina, Zizif, Wan, Farah, and all my beloved Morpheus friends, thanks a billion.
10. Riq'ah groups, especially to Habibah, Kahfi, Isma, Avita, Desi, Hanania, Gita, Ardi and others.
11. From other circles Maya, Kumala, Dewi, Fety, Silvi, Nadza, Warda, and Intan. Mr Dika and Mrs Riska, Ayun, Audy, and Chilla and other parties involved cannot be mentioned one by one.

Malang, November 23, 2022



Ismi Ata Nabila  
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## مستخلص البحث

نبيلة، اسمي عطا. 2022. فعالية طريقة الاستجابة الفيزيائية الكاملة في إتقان المفردات في المدرسة الابتدائية الحكومية مندالنونجي 03 وجير. البحث العلمي. قسم تعليم اللغة الإنجليزية. كلية التربية وتدريب المعلمين. جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرفة: سبتيا دوي جايانتي، الماجستير

**الكلمات الأساسية:** فعالية، طريقة الاستجابة الفيزيائية الكاملة، إتقان المفردات

المفردات جزء من لغة أو مجموعة كلمات يمكن ترتيبها في جملة. في تعلم المفردات للطلاب، لا يتم تقديمها شفهيًا فحسب، بل يتم تدريسها أيضًا في شكل مادي (حركي)، واحد منهم هو طريقة الاستجابة الفيزيائية الكاملة. طريقة الاستجابة الفيزيائية الكاملة هي طريقة تعلم تركز على تعليم اللغة (المفردات) من خلال الأوامر والكلام والحركة من خلال النشاط البدني. لذلك اختارت الباحثة طريقة الاستجابة الفيزيائية الكاملة لأنها مناسبة لإتقان المفردات لدى الطلاب خاصة في المدارس الابتدائية. كان الغرض من هذه الدراسة لمعرفة هل هناك تأثير لطريقة الاستجابة الفيزيائية الكاملة على إتقان مفردات الطلاب. تستخدم هذه الدراسة طرق البحث الكمي قبل التجريبية. كان موضوع البحث طلاب الصف الخامس من المدرسة الابتدائية الحكومية مندالنونجي 03 وجير. تم علاج الطلاب من قبل الباحثة في شهر واحد لمدة خمسة معالجات. العلاج المستخدم هو طريقة الاستجابة الفيزيائية الكاملة لإتقان المفردات. أظهرت النتائج فرقًا كبيرًا بين الاختبار القبلي والاختبار البعدي. تم اختبار نتائج الاختبار من خلال تحليل البيانات على شكل نموذج مزدوج لاختبار T- باستخدام تطبيق SPSS 25. وأظهرت نتائج الاختبار الإحصائي قيمة معنوية قدرها 0.000. هذا يعني أن القيمة أصغر من 0.05، لذلك تم رفض  $H_0$  وقبول  $H_1$ . لذلك، فإن طريقة الاستجابة الفيزيائية الكاملة فعالة في إتقان مفردات الطلاب.

## ABSTRACT

Nabila, Ismi Ata.2022. The Effectiveness of The Total Physical Response Method in Vocabulary Mastery at State Elementary School of Mendalanwangi 03. Thesis, English Education Department. Faculty of Education and Teacher Training. Maulana Malik Ibrahim State Islamic University of Malang. Advisor: Septia Dwi Jayanti, M.Pd

**Keywords:** Effectiveness, Total Physical Response Method, Vocabulary Mastery.

Vocabulary is part of a language or a collection of words that can be arranged into a sentence. In learning vocabulary to students, of course, it is not only introduced orally but also taught in physical (motor) form. One of them is the TPR method. The Total Physical Response method is a learning method that focuses on teaching language (vocabulary) through commands, speech, and movement through physical activity. Therefore, the researcher chose the TPR method because it is suitable for vocabulary mastery in students, especially in elementary schools. The purpose of this study was to determine whether there was an effect of the TPR method on students' vocabulary mastery. This study uses pre-experimental quantitative research methods. The subjects of this study were fifth grade students of SDN Mendalanwangi 03 Wagir. Students were given treatment by the researcher for one month for five treatments. The treatment used is the TPR method for vocabulary mastery. The results showed a significant difference between the pre-test and post-test. The test results were tested by data analysis in the form of Paired Sample T-Test using the SPSS 25 application. The statistical test results showed a significance value of 0.000. This means that the value is smaller than 0.05, so  $H_0$  is rejected and  $H_1$  is accepted. So, the TPR learning method is effective in students' vocabulary mastery.

## ABSTRAK

Nabila, Ismi Ata.2022. Efektifitas Metode Total Physical Response dalam Penguasaan Kosakata di SDN Mendalanwangi 03. Skripsi, Jurusan Tadris Bahasa Inggris. Fakultas Tarbiyah dan Ilmu Keguruan. Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Septia Dwi Jayanti, M. Pd.

**Kata kunci:** Efektivitas, Metode Total Physical Response, Penguasaan Kosakata

Kosakata adalah bagian dari suatu bahasa atau kumpulan kata yang dapat disusun menjadi sebuah kalimat. Dalam pembelajaran kosakata kepada siswa tentunya tidak hanya diperkenalkan secara lisan tetapi juga diajarkan dalam bentuk fisik (motorik). Salah satunya adalah metode TPR. Metode Total Physical Response merupakan metode pembelajaran yang menitikberatkan pada pengajaran bahasa (kosa kata) melalui perintah, ucapan, dan gerakan melalui aktivitas fisik. Oleh karena itu, peneliti memilih metode TPR karena cocok untuk penguasaan kosakata pada siswa khususnya di sekolah dasar. Tujuan dari penelitian ini adalah untuk mengetahui apakah ada pengaruh metode TPR terhadap penguasaan kosakata siswa. Penelitian ini menggunakan metode penelitian kuantitatif pra eksperimen. Subyek penelitian ini adalah siswa kelas V SDN Mendalanwangi 03 Wagir. Siswa diberi perlakuan oleh peneliti selama satu bulan selama lima kali perlakuan. Treatment yang digunakan adalah metode TPR untuk penguasaan kosakata. Hasil penelitian menunjukkan perbedaan yang signifikan antara pre-test dan post-test. Hasil pengujian diuji dengan analisis data berupa Paired Sample T-Test menggunakan aplikasi SPSS 25. Hasil uji statistik menunjukkan nilai signifikansi sebesar 0,000. Artinya nilai tersebut lebih kecil dari 0,05, sehingga H0 ditolak dan H1 diterima. Jadi, metode pembelajaran TPR efektif dalam penguasaan kosakata siswa.

## LATIN ARABIC TRANSLITERATION

The writing of Arabic-latin transliteration in this thesis uses transliteration guidelines based on a joint of the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number 158 of 1987 and Number 0543b/U/1987 which can be described as follows:

### A. Words

ا	=	a	ز	=	z	ق	=	q
ب	=	b	س	=	s	ك	=	k
ت	=	t	ش	=	sy	ل	=	l
ث	=	ts	ص	=	sh	م	=	m
ج	=	j	ض	=	dl	ن	=	n
ح	=	h	ط	=	th	و	=	w
خ	=	kh	ظ	=	zh	ه	=	h
د	=	d	ع	=	‘	ء	=	‘
ذ	=	z	غ	=	g	ي	=	y
ر	=	r	ف	=	f			

### B. Long Vocal

Long Vocal (a)	=	â
Long Vocal (i)	=	î
Long Vocal (u)	=	û

### C. Diphthong Vocal

او	=	aw
اي	=	ay
او	=	û
اى	=	î

# CHAPTER I

## INTRODUCTION

In this chapter, the researcher will explain the background of the research, the research questions, the research objectives, the problem limitations of the study, and the significance of the study.

### 1.1 Background of The Study

Education and language are two concepts involved. A language is a tool of education that functions as an intermediary for communication among community groups. Both are interrelated and cannot be separated to raise language from all sides of people's lives. Therefore, researchers must convey a synchronous language in the environmental or regional space (Yulia, 2011:335). In education, researchers must ensure that the language is suitable to be applied in society, especially to students in schools who have language subjects.

Each country has a different language instruction to communicate and contribute to others. Like the better to say the Indonesian language. The Indonesian language is a local content language used as a conversational tool for Indonesian people and serves as a communication liaison, especially in the educational environment. This has been explained in the hadith about education conveyed by the Prophet Muhammad, namely about how to be a good educator:

رَبَّانِيْنٌ حُلَمَاءُ فُقَهَاءُ عُلَمَاءُ وَيُقَالُ الرَّبَّانِيُّ الَّذِي يُرَبِّي النَّاسَ بِصِغَارِ الْعِلْمِ قَبْلَ كِبَارِهِ

*"Be a forgiving educator, an expert in jurisprudence, and a cleric. It is called an educator if someone educates people by giving knowledge little by little which gradually becomes a lot." (HR. Bukhari)*

Over time, the development of science and technology from time to time continues to grow. It affects the development of foreign languages as the language of instruction for local communities in Indonesia. There are several essential things in learning international languages, namely increasing memory to be more focused, being able to develop new languages well (multitasking), and finally, advancing knowledge in a global scope. Three languages must be used: regional languages (Indonesian), regional languages, and eventually foreign languages. However, in this study, the researchers chose a foreign language, namely English, as the research subject to conduct research. Based on a survey conducted by Education First (EF), countries that use intermediate English as a common language of communication tend to score higher than countries that use their local language. Countries with strong English proficiency tend to thrive in innovative sectors. It is because the ability to speak English allows innovators to read significant scientific research, establish international collaborations, and have talented human resources from abroad who are aspirational.

The positions of these two languages, English and Indonesian, are closely related, forming a cultural pluralism of languages in society. On this occasion, everyone is obliged to be able to master the international language, namely English. In general, the Indonesian people have enjoyed education even though the language is a regional language, namely the regional Language and Indonesian (Cheer, 1993:4). It is possible to use these two languages starting from the mother tongue. In formal situations such as in agencies, offices, officials, and other legal places, use the state language, namely Indonesian, because that language is both an official and a regional language. However, the opportunity to use a first language, such as a regional language, is broader than the opportunity to use English and Indonesian.



However, in Indonesia, the first language is not entirely a regional language; there are also native ones using the Indonesian language. Moreover, Indonesian vocabulary mixed with foreign languages, especially English, has a good increase in vocabulary mastery, namely using Indonesian, the mother tongue. The foreign language that has become an icon in Indonesia is English as an international language. Along with technology development, many Indonesian people are currently learning global languages. This is because English is a language that the world has recognized as an international language used as a communication tool for domestic and foreign people who ultimately compete with others in the millennial era.

However, if we examine it precisely, this is very crucial for the existence of Indonesian in adolescents. In this era, English is an international language recognized by the world as a language of interaction and connection among people, especially for native speakers. English is an international language that is very important for communicating with foreigners. After we learn a lot about English, students are required to know about the definition of vocabulary. Vocabulary is a small part of the language. Vocabulary forms a linguistic structure, a collection of combined words that have meanings that become the "base" in language learning. Therefore, the importance of vocabulary is to be applied to students to make it easier to understand.

Moreover, communication will be formed properly if we use the correct vocabulary. In learning English, we will find four types of learning in English. The first is speaking, such as How to train the speak fluently and mention vocabulary correctly between written and spoken. The second is writing, such as writing vocabulary precisely according to speech and report. The third is reading, such as how to read the language fluently, action, and confidence. The fourth is listening, such as how to hear vocabulary well and knowing what the educator is talking about.

Learning English, especially vocabulary mastery, will be easier if students and educators interact and have high enthusiasm for learning vocabulary.

Vocabulary mastery is a linguistic element that supports four English skills: listening, speaking, reading, and writing. Therefore, the more vocabulary mastery students have, the wider their understanding is skilled in the language. Communication will be appropriately formed if we use the correct vocabulary. In learning English, we will find four types of learning English. The first is speaking like how to practice speaking fluently and correctly pronouncing language between written and spoken, the second such as how to write vocabulary correctly according to speech and writing, and the third like how to read vocabulary fluently, action, and confidence. The last is listening is like how to hear language well and knowing what the teacher is talking about.

Learning English, especially mastering vocabulary, will be easier if students and educators interact and are highly enthusiastic about learning the language. Elementary School of Mendalanwangi 03, an Institute under the Ministry of Education in Wagir District, was the author's choice for researching vocabulary. The subjects the researcher will choose in this research are fifth-grade elementary school students. The population is 1 class that the researchers got, namely class 5A, which consists of 25 students with 19 male students and 6 female students. Based on the researcher's conversation with the English teacher, students in this school have difficulty understanding vocabulary. Positively, they are very active in English lessons and always do the assignments given by the teacher even though they are confused in understanding vocabulary, so the vocabulary mastery obtained by students is considered not optimal.

In English subjects, not a few of them make typos in writing vocabulary. Then, they are still confused to distinguish words with the same pronunciation but different meanings, such as

(white) and (waiting). The researcher tries to find out why students have difficulty in understanding vocabulary. And it turns out that they are still "raw," aka still confused in analyzing and understanding vocabulary because English lessons in elementary school are still messy. This condition causes students to quickly forget the words being taught due to a lack of concentration. Students' ability to understand vocabulary still tends to be low; students are less enthusiastic about learning English. Learning media is still lacking, and teachers still use simple models in the learning process.

The atmosphere and environment of the learning process in the classroom are not conducive, so the response between students and teachers is not optimal. As a result, these difficulties affect them, such as writing, listening, reading, and the last is speaking. To overcome this problem, the researcher took the initiative to use the "Total Physical Response" method as a variable that will be used to solve the problem. Total Physical Response is a learning method in the form of speech, commands, and actions to ease the students to master a language in learning. Therefore, learning English is more accessible according to their abilities. Based on what has been explained, the researcher took the initiative to help students at the school by doing the research entitled "The Effectiveness of the Total Physical Response Method in Vocabulary Mastery at State Elementary School of Mendalanwangi 03 ".

## **1.2. Research Questions**

Based on the background, it can be formulated several problems in the research as follows:

1. Is there any significant difference between using Total Physical Response?

## **1.3. Research Objectives**

The research objectives that researchers will study are as follows:

1. To know any significant difference between using Total Physical Response

2. To find out if scores increase before and before using Total Physical Response.

#### **1.4. Problem Limitation of The Study**

The researcher's aim in the study's problem limitation is to provide limits that are in accordance with the researcher's abilities by adjusting the data and facts in the field without exceeding the specified limits. This study aims to determine whether there is effectiveness when the Total Physical Response method is applied to vocabulary mastery. The subjects selected by the researcher were fifth-grade students at State Elementary School of 3 Mendalanwangi 3, with a total of 25 students consisting of 16 male and nine female students. In the limits of this research, the researcher focuses on one problem and phenomenon, namely the Total Physical Response method in mastering vocabulary.

#### **1.5. Significance of the Study**

Based on the study results, it is hoped that researchers can contribute to the parties who participate in English. This research provides certain benefits by finding and testing the truth of the learning model approach. That is the way and the help taken from the research to be carried out by researchers are as follows:

In a practical sense for teachers, it is hoped that the application of Total Physical Response can facilitate students' vocabulary mastery in the process of learning English. The second for students. This research is expected to be able to examine the effect of students' vocabulary through Total Physical Response. And the last one is the researcher. The results of the study are used as a reference for further research and to examine the Total Physical Response learning method in mastering vocabulary.

## **CHAPTER II**

### **LITERATURE OF REVIEW**

Several interrelated theories and research will be discussed in this chapter. It will be divided into two variables; dependent and independent. The Independent variable covers the Definition of TPR, the Steps of How to use TPR, and the Advantages and Disadvantages of TPR. Then, the dependent variable covers the Definition of Vocabulary Mastery and the Techniques of Learning teaching English Vocabulary. Third, explain Relevant Research or previous studies from other researchers. Fourth is the Framework of Thinking, and the last is Research Hypothesis.

#### **2.1 Definition of Total Physical Response (TPR)**

The TPR method comes from the Greek language, consisting of two syllables, meta, which means through, and which means way. Sudjana (2005:76) suggests that the method is a comprehensive plan to present language learning materials in a regular, non-contradictory and based on a particular approach. Likewise, Penny (2018:1) argues that the learning method is a science that discusses how to deliver lesson material so that students master it. In other words, the science of teaching teachers and students learning. At the same time, the method itself has a procedural concept so that the steps that have been planned can run according to the teaching steps.

The Total Physical Response (TPR) method is a learning method the language structured on coordinating commands, speech, and movement (motor) teaches language through physical activity. This learning model focuses on command and speech, namely the Scientific and Action approach as a language teaching tool through physical activity, making it easier for students to master vocabulary, especially in English. This method was developed by a psychology professor

at the University of San Jose, California, in 1960 named James Asher. TPR is called the Natural Method because, in the learning process for students, applying the TPR learning model does not require much preparation for the teacher. Still, this method is challenging and "pure" for teachers to approach students directly to create a good result in achieving learning targets. Larsen and Freeman (2000:116) argue that TPR is applied to reduce boredom in students during L2 learning to encourage students in the learning process beyond their abilities. First, teacher must teach pronunciation of vocabulary at an early stage.

Next, teach speaking skills in the early stages, using understanding as a way or way of speaking, using exercises (practice) based on actions in the form of commands. From this opinion, it can be concluded that the total physical response method is a learning method that teaches language through physical activity and then refers to treatment. The emphasis in this method is based on vocabulary mastery.

## **2.2 Steps how to Teach use Total Physical Response**

The stages in Total Physical Response are the first learning keywords. Second, understand the meaning of the sentence, so students must pay attention to vocabulary (visual). And the third is listening to the instructions of the learner (hearing). And the last is the act of imitation (kinesthetic). These are the steps on how to teach. The first step is teacher must instruct the students to see what the teacher is talking about, then teachers and students actively listen and accept what has been conveyed by the teacher. The role of students here is that students are asked to practice their speaking and imitate skills. And the last, the teacher must pay attention to the atmosphere and condition of the class in applying the concept of learning through the Total Physical Response model.



## **2.3 Advantages and Disadvantages of Total Physical Response**

These are the advantages and disadvantages of Total Physical Response:

### **2.3.1 Advantages**

The advantages of the effectiveness of the TPR method for students are that learning becomes easy and fun for students. Second, the TPR does not have much preparation, but it is also necessary to pay attention to students' activeness in the learning process so that the atmosphere is fun. further, it is very suitable to apply kinesthetic learning to active students

### **2.3.2 Disadvantages:**

There are three several considerations for implementing TPR. First, students are required to express their thoughts creatively. Next, in the TPR method, the pronunciation the student pronounces must be appropriate. And the last challenge for students who are shy or lack confidence.

## **2.4 Definition of Vocabulary Mastery**

The mother tongue is the first language that a child acquires from birth. In introducing language, a child can respond to topics and Vocabulary Mastery discussed by parents. The environment significantly affects the development of children, especially in communication. The more Vocabulary Mastery acquired, the wider the vocabulary mastery. In this case, Vocabulary Mastery is the basis of a language. Therefore, the need for students to understand Vocabulary Mastery is significant because it will affect their education, such as understanding speaking, listening, writing, and reading. However, in addition to understanding the importance of Vocabulary Mastery, students are also required to master an extensive vocabulary, as explained by Purwo (Aris Yunisah, 2007:11), who stated that vocabulary mastery is a measure of students'

understanding of English vocabulary and students' fluency in exploring vocabulary both orally and in writing.

Richards and Reynanda (2020:255) argue that vocabulary is a core part of language, which provides the basic concepts to know how students can speak, write, listen, and read. This is also expressed by Suwandi (1990: 172): "Vocabulary is the mastery of words or the richness of words." This is because the number of vocabularies in a language is vast, which is very important for communication. Without a human vocabulary, it is impossible to communicate with each other.

Based on the explanation of the opinion of Hebert and Kamil (2005:3) that the understanding of vocabulary is knowledge of the meaning of essential words. Vocabulary can be referred to as a fundamental component that has a primary reference in how the process of listening, speaking, reading, and writing is adapted to students' abilities. Usman (2018: 17) defines vocabulary as a collection of words used by everyone to express the form of thought patterns for speaking, listening, writing, or reading. Vocabulary is divided into four groups: verbs, adjectives, nouns, and adverbs. Tadkiroatun Musfiroh (2008:48) suggests that when a child is five years old, he can learn approximately 300 words from what he hears. There are two factors that affect vocabulary mastery, namely internal factors, and external factors. Internal factors include interest, motivation, talent, and intelligence. While external factors include tools, teacher quality, and learning methods.

## **2.5 Techniques of Learning teaching English Vocabulary**

Brown (2020:40) has a unique technique for being communicative in teaching vocabulary. The first is to find the right time to learn vocabulary so that the atmosphere becomes conducive.

The second is to use a single language dictionary, meaning that one language is enough, namely English. The third is the teacher's role in providing support and support to students to make vocabulary guessing strategies. And the last vocabulary learning can happen suddenly without any prior planning.

## **2.6 Relevant Research**

Researchers have found relevant analysis from journals, articles, and theses in relevant research. The first is the research conducted by Achmad Taufiq Ibrahim (2018) under the title "Students' Perceptions of Teaching English Vocabulary Through the Total Physical Response Method." The results showed that students felt happy and active when learning English vocabulary with the TPR method to improve their abilities.

The second is the research conducted by Moh. Iqbal Firdaus (2018), a student at the Muhammadiyah University of Tangerang with the title "Implementation of the TPR Method in Mastering English Vocabulary in Elementary Schools." The results of the researchers with the application of the TPR method, the students' vocabulary learning outcomes were fun with optimal results.

The third is a study by Riyati (2020) titled "Level of Difficulty in Learning English in Grade Nine Students of SHS Xaverius 1 Jambi". The results shown from this study are that the level of difficulty in English in grade XI students tends to be high.

And the fourth is research from researcher Ice Sariyati (2017) from State Islamic University of Bandung with the title " The Effectiveness of Using the Total Physical Response Method in Improving English Vocabulary Mastery in Students Primary School." The results obtained from

the study were the post-test results which increased significantly after being treated by the TPR method

And the last one is the research from Ni Luh Suantari (2019) from Ganesha Education University titled "The Effect of Total Physical Response Method on the English Vocabulary Ability of Group B Children." This study's results resulted in movements representing the vocabulary mentioned, stimulus-response use with speech coordination, commands, and actions carried out in demonstrations and repeatedly.

## **2.7 Framework of Thinking**

Teaching and learning activities include two activities, namely teacher activities and student activities. Teachers not only educate and teach students but also understand the character and attitudes of students in the classroom. Therefore, the teacher chooses the correct method so that the learning objectives can be adequately achieved. It can make students bored and not concentrate at the time of learning, which ultimately impacts student learning outcomes that are less than satisfactory.

The TPR method was chosen in this study because it is command, verbal, and movement (physical) between the teacher and students. It makes students' concentration increase while studying. These results have been reviewed by Fahrurrozi (2017) in a previous study entitled "Improving Students' Vocabulary Mastery by Using Total Physical Response." If the Total Physical Response (TPR) method is applied, vocabulary mastery will be successful. Thus, vocabulary mastery will automatically increase.

## 2.8 Research Hypothesis

A research hypothesis is a quick answer to a research problem whose truth must be tested empirically. Hypotheses are usually only used in quantitative research (Sugiyono, 2015, p. 96). Therefore, the researcher must ensure a clear theory when it will be tested because the hypothesis is tested by collecting complete data or facts. Quantitative research consists of 2 ideas. The first is the Alternative Hypothesis (H1), a hypothesis that shows a relationship/influence on the variables x and y in the study. The second is the Statistical Hypothesis (H0) which is a hypothesis that shows that there is no effect between variables. Based on the facts above, the researcher concludes two possible ideas that have been studied:

A. H0: TPR has no positive and significant effect on the Total Physical Response (TPR) method on English vocabulary mastery of 5th-grade students of the State Elementary School of Mendalanwangi 03

B. H1: TPR has a positive and significant effect on the Total Physical Response (TPR) method on English vocabulary mastery of 5th-grade students of the State Elementary School of Mendalanwangi 03

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

In chapter three, researchers will discuss the research design, research setting, population and samples, research variables, data collection instruments, validity and reliability tests, and data analysis techniques.

#### **3.1 Research Design**

This research uses quantitative research methods. Sugiyono (2015:14) argues that quantitative research methods can be interpreted as research methods based on a specific population/sample philosophy. Therefore, quantitative research is needed that uses numbers starting from data collection, data processing, and results (Arikunto: 2006). The type of method used in this research is a pre-experimental research method. The design of this study used a one-group pre-test and post-test design. Pre-Experimental Research aims to investigate the cause and effect of one or more.

In this study, the researcher chose a pre-experimental design. And the class that the researcher chose was class 5 with 25 students, 16 male, and 9 female, as a single group that received treatment. And the subject received a pre-test and post-test to determine the treatment results. The pre-test and post-test were distributed to determine the students' ability scores before and after applying the TPR method. The researcher used one class as the research subject.

#### **3.2 Research Setting**

The research setting covers the place and time the researcher has determined to conduct a study to obtain the desired data. The researcher took SDN Mendalanwangi 03 Tenggulunan Mendalanwangi Street, Wagir district, Malang district, East Java. The researcher chose this location because there are unique problems with the research objectives, variables, and problem



formulations that the researchers made. The problem is that students can still not enrich their English vocabulary. Therefore, the researcher is interested in conducting research there.

The researcher used the Total Physical Response (TPR) method to determine students' vocabulary understanding. This treatment is intended to determine whether students as research subjects have improved or not, comparing the pre-test and post-test results. The researcher needs five days to conduct experiments on students designated as research samples.

*Table 3. 1 Schedule of Researchers' Activities*

No	Date	Activities
1	14 <sup>th</sup> June 2022	Giving pre-test
2	17 <sup>th</sup> June 2022	Giving the first treatment (material 1)
3	20 <sup>th</sup> June 2022	Giving the second treatment (material 2)
4	23 <sup>th</sup> June 2022	Giving the last treatment (material 3)
5	25 <sup>th</sup> June 2022	Giving post-test

### 3.3 Population and Research Sample

The population consists of objects or subjects with certain qualities determined by the researcher to be discussed and then drawn conclusions. The subjects that the researcher in this study will select are the 5th of State Elementary School of Mendalanwangi 03. In comparison, the sample is part of the accumulation owned by the population. The populations are class 1st grade until 6th grade.

The researcher used the type of sample that is random sampling. And the sample used in this research took from 5th-grade students of State Elementary School with 25 students with 11 male and 14 female as a sample based on the researcher's observations and recommendations to the teacher. And the 5th class will be used as the experimental class as well as the control class. In

addition, students in grade 5 are very active in learning English, especially in mastering vocabulary.

### **3.4 Research Variable**

The following are the research variables that the researcher will examine:

#### **3.4.1 TPR Method**

Based on Asher's (1977) how to teach using TPR to perform actions in the form of physical movements and instructions to students, Teachers must be active in this learning model so that the learning process becomes innovative and flexible. On this occasion, students were asked to practice in front of the class.

#### **3.4.2. Vocabulary Mastery**

According to the explanation of Wallace (1987: 9), the mastery of vocabulary in a large enough amount is very supportive of communication rather than understanding the grammar and its structure.

### **3.5. Data Collection Techniques and Instruments**

Data collection techniques are important in research because researchers aim to receive data. Without using data collection, researchers do not obtain data that meets the standards that have been set (Margono: 2005). The type of method used in this research is an experimental research method that aims to investigate the effect of the experimental group. In this case, the researcher has collected the following data collection techniques:

#### **3.5.1. Observation**

Observation is a scientific method defined as systematic observation and annotation of the investigated phenomena (Sutrisno Hadi: 1991). This study will use structured observations that

are carried out systematically on what is observed, such as a fixed place and time. Therefore, this observation is intended to monitor student activities directly during the learning process.

### 3.5.2. Test

This study used a written test in the form of pre-test and post-test to measure students' abilities using the TPR method. The researcher used one group pre-test and one group post-test. In this test, the researcher gave more than 20 questions to the students. Researchers will provide several objects and information to respondents outside the sample and selected samples.

## **3.6 Test of Validity and Reliability of Research Instrument**

### 3.6.1. Test of Validity

Validity is important because the validity test results are confirmed to be valid and cannot be changed. In addition, the variables that determine the scale can be used to explain a phenomenon. To measure the validity of a good test, the researcher analyzed three kinds of validity: content validity, construct validity, and item validity.

#### A. Content Validity

Content validity is done by looking at whether the content of the test is a sample that is by the objectives and material specified in the Outline of Discussion (GBPP). The researcher gave a written test and a motion test (TPR) to measure students' ability to vocabulary mastery. The content validity can be seen from research testing.

#### B. Construct Validity

Construct validity shows the extent of suitability of the test with the theory that forms the basis for the preparation of the test. According to Johnson (2001: 303), construct validity relates to the relationship between tests and particular views about Language learning. The preparation of the text focuses on the generic structure, linguistic features, and social functions. In this test, the

researcher asks the respondent to look at the object the researcher has given. Then the researcher provides an example according to the object and does it with movement. It is intended so that students can contribute well to what the researchers have done. Then the researcher asked the respondent to imitate what the researcher had exemplified.

### C. Validity item

The validity item is carried out after the researcher has completed construct validity, consulting with lecturers and teachers. It is the formula for the Point-biserial correlation test is as follows:

$$r_{pbis} = \frac{M_p - M_t}{Sd_t} \sqrt{\frac{p}{q}}$$

*R pbis = A biserial point correlation coefficient*

*Mp = Mean score of subjects who answered correctly*

*Mt = Mean total score*

*tsp = standard deviation*

*p = Proportion of subjects who answered correctly*

*q = 1 - p*

In this, the researcher tested 20 questions with 6th-grade students. The students completed the work of 20 questions pre-test and post-test with different questions. After completing the test from 20 questions, it turned out that 17 questions well pre-test and 18 post-test were valid after being tested using SPSS.25. The questions are question number of pre-test are 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13, 14, 15, 16, 19, 20. And the questions are question number of post-test are 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 15, 16, 17, 18, 19, 20. The correlation coefficient data from the test results are presented in table 3.2 and table 3.3 below.

*Table 3. 2 Table of Validity Item Result (Pre-Test)*

Number Questions	Point Biserial Correlation coefficient ( r table > 0,396 )
------------------	--

1	0.954**
2	0.954**
3	0.954**
4	0.464*
5	0.954**
6	0.464*
7	0.954**
8	0.954**
9	0.522**
11	0.954**
12	0.954**
13	0.954**
14	0.954**
15	0.449*
16	0.484*
19	0.489*
20	0.489*

*Table 3. 3 Table of Validity Item Result (Post-Test)*

<b>Number Questions</b>	<b>Point Biserial Correlation coefficient ( r table &gt; 0,396 )</b>
1	0.904**
2	0.701**
3	0.904**
4	0.904**
5	0.904**
6	0.904**
7	0.904**
8	0.904**

9	0.481*
10	0.701*
11	0.701*
13	0.904**
15	0.701**
16	0.701**
17	0.701**
18	0,701**
19	0.664*
20	0.500*

### 3.6.2. Test of Reliability

A reliability test is a scale defined as an independent measurement process. According to Sumadi Suryabrata (2004:28), reliability is a measure that will show the results of measurements using tools and can be trusted. The instrument is declared reliable if the instrument used to measure the same object produces the same data if the value of  $r > 0.6$  is reliable. To ensure that the test instrument is reliable, the researcher conducted a trial with respondents outside the sample in the form of pre-test and post-test to determine whether the results were reliable. The reliability data was analyzed using Cronbach's Alpha in SPSS 25. In this study, researchers conducted a reliability test using the Kuder Richardson formula (KR. 20):

$$r_{20} = \frac{k}{k-1} \left[ \frac{S_x^2 - \sum pq}{S_x^2} \right]$$

where:  $r_{20}$  = reliability of the whole test

$k$  = number of items in the test

$S_x^2$  = variance of scores on the total test

$p$  = proportion of correct responses on a single item

$q$  = proportion of incorrect responses on the same

After obtaining a valid value for the pre-test, 20 questions of the pre-test were reduced. And 17 items' valid values were tested for reliability. The data for the 17 questions of the pre-test were input into SPSS 25 and tested using the reliability of Cronbach's Alpha and producing values like below:

*Table 3. 4 Table of Reliability Result (Pre-Test)*

<b>Reliability Statistics</b>	
Cronbach's Alpha	N of Items
,955	17

in the table above it can be seen that the value of reliability of the 17 pre-test questions is worth 0.955. So, it can be interpreted that the 17 questions are reliably used as research instruments.

After obtaining a valid value for the post-test, 20 questions post-test were reduced. And 18 items' valid values were tested for reliability. The data for the 18 questions of post-test were input into SPSS 25 and tested using the reliability of Cronbach's Alpha and producing values like below:

*Table 3. 5 Table of Reliability Result (Post-Test)*

<b>Reliability Statistics</b>	
Cronbach's Alpha	N of Items
,962	18

in the table above it can be seen that the value of reliability of the 18 post-test questions is worth 0.962. So, it can be interpreted that the 18 questions are reliably used as research instruments.

### 3.7 Data Analysis Techniques

Data analysis techniques aim to identify regularities and relationships between data. Data analysis took place systematically and was carried out simultaneously with 2 data collection tests, namely the Normality Test (Shapiro Wilk) and the Paired Sample T-Test. The following is the technique of data analysis used by researchers, as follow:

#### 3.7.1. Normality Test (Shapiro Wilk)

Shapiro Wilk's Normality is a Normality Test to determine whether or not a distribution data is standard or not related to statistical tests. The Shapiro-Wilks Normality Test was used for samples found to be small. As for how to calculate the Shapiro-Wilks test, the decision-making requirements are as follows:

**If the value of Sig > 0.05**, then the research data is usually distributed

**If the weight of Sig < 0.05**, then the research data is not normally distributed

$$T_3 = \frac{1}{D} \left[ \sum_{i=1}^n a_i (x_{n-i+1} - x_i)^2 \right]$$

$$D = n \sum_{i=1}^n (x_i - \bar{x})^2$$

$A_i$  = Shapiro Wilk's test coefficient.

$x_{n-i+1}$  = data to  $n-i+1$

$x_i$  = data to  $i$

$\bar{x}$  = data average.



### 3.7.2. Paired Sample T-Test

Paired Sample T-Test is a test used to compare two averages of 2 paired samples with usually distributed data. The taking of significant values which indicate a substantial change in the sample is as follows:

**The significance value (2-tailed)  $< 0.05$**  indicates a significant difference between the initial and final variables, and there is an effect on the treatment given to each variable.

**The significance value (2-tailed)  $> 0.05$**  indicates no significant difference between the initial and final variables, and there is no effect on the difference in the treatment given to each variable.

Based on the facts above, the researcher concludes two possible ideas that have been studied are null hypotheses (H0) and alternative hypotheses (H1).

- a. H0: TPR no significant effect between the TPR method on English vocabulary mastery of 5th-grade students of the State Elementary School of Mendalanwangi 03
- b. H1: TPR has a significant effect between the TPR method on English vocabulary mastery of 5th-grade students of the State Elementary School of Mendalanwangi 03

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

This chapter presents the finding of the research including the analysis of observation, the analysis of pre-test, the analysis of post-test, the effectiveness of the TPR method in vocabulary mastery, the result of normality testing, the result of T-test and hypotheses testing, and the last is discussion.

#### **4.1 Finding**

Researcher used research instruments to conduct a study to obtain the amount of data. Then, the researcher used data analysis techniques to ensure the results were systematic and accurate. To summarize the conclusions and learning objectives, the researcher describes the findings in this chapter in several sections. The sections are explained as follows:

##### **4.1.1 Observation.**

The researcher explained in detail the observations in the previous chapter. Researcher made a research schedule to conduct research 5 times for 2 weeks.

##### **4.1.1.1 First Observation**

The first observation was carried out on June 14, 2022. Data collection was carried out in class 5 with students. The researcher started the study by greeting and praying before the lesson began. Then, the researcher asked the students what they had learned about the "Preposition of Things and Place" material. The response received by researchers is relatively low. Of all the respondents, there were only three students who answered the question. The 3 students answered with different answers. Some have learned, some have heard, and the other have forgotten.

Afterwards, the researcher immediately distributed the pre-test in the form of multiple choices for the students to work on. The pre-test processing time was 30 minutes.

#### 4.1.1.2 Second Observation

The treatments were carried out 3 times, on June 17, 20, and 23, 2022. The first data collection was from researchers conducted on June 17, 2022, showing treatment using PPT learning media and learning videos about the material "Preposition of Objects and Places". Students are asked to see and understand the material the researcher has given. After that, the researcher tested the research subject by dictating the type of prepositions to the students, and the students wrote the meaning of alternating work. The rule is that the researcher says "On", and then the students write the meaning in Indonesian.

Then, during the treatment on June 20, 2022, the researcher gave an example with a movement that was by the material, namely "preposition". The researcher provides an example and performs a (physical) activity related to one of the types in the preposition. Here, students are asked to pay attention to what the researcher is doing. Then, the researcher asked the students to stand up from their seats and imitate a movement made by the researcher. Students and researchers perform together and are accompanied by singing about prepositions to hone their vocabulary mastery.

Treatment on June 23, 2022, where the researchers chose 3 male students and 3 female students. Then, the researcher randomly assigned the prepositions and ordered the students to imitate and mention the movements made. It is done alternately with other students. After that, students were asked to answer the questions the researcher had made to answer together.

#### 4.1.1.3 Third Observation

In the last observation was on June 25, 2022. In this observation, the students conducted a post-test on “Preposition of Things and Place” after 3 treatments. The researcher distributed the post-test in the form of multiple choices for the students to work on. Post-test processing time is 30 minutes.

#### 4.1.2 The Data Analysis of Pre-Test

At this stage, the researcher asked students to do a pre-test on the material "Prepositions of Things and Place". Researcher distributed pre-test worksheets with multiple choices to work on. The students were given 30 minutes to do. The purpose of conducting the pre-test is to measure the students' ability related to their understanding before the treatment is given. In the below are the results of the pre-test of students as follows:

*Table 4. 1 The Students' Score in Pre-Test*

No	Initials' Name	Score
1	AAS	64
2	ADS	28
3	APA	10
4	AN	58
5	AS	16
6	AAFA	58
7	AIJ	64
8	AP	76
9	AN	22
10	BAR	22
11	DYES	58
12	DAH	64

13	DAZQW	40
14	JP	52
15	LAL	28
16	LR	46
17	MPA	16
18	MR	52
19	NCA	28
20	NANS	40
21	PU	10
22	PAF	72
23	RAM	52
24	RASW	58
25	TUU	52

Based on the table above, it can be seen that the pre-test results of the fifth-grade students of SDN Mendalanwangi 03. The lowest score is 10, and the highest score is 76. Details of the pre-test calculation with SPSS 25.0 can be seen in the table as follows:

*Table 4. 2 The Descriptive Statistic of Pre-Test*

Descriptives				Statistic	Std. Error
pretest	Mean			43.4400	4.01915
	95%	Confidence	Lower	35.1449	
	Interval for Mean		Bound		
			Upper Bound	51.7351	
	5% Trimmed Mean			43.5333	

Median	52.0000	
Variance	403.840	
Std. Deviation	20.09577	
Minimum	10.00	
Maximum	76.00	
Range	66.00	
Interquartile Range	33.00	
Skewness	-.269	.464
Kurtosis	-1.198	.902

From the table above, it can be seen that all who did the pre-test and the average score was 43,4400. Then, the number of data samples set as the median value is 52,0000. Then the Standard Deviation (SD) aims to determine the amount of data that differs from the average. This states that the sample is suitable for research. The standard deviation is 20,09577, and the mean is 43,4400. Lastly, the minimum score is 10.00, and the maximum score is 76.00. Then Variance (V) is used to measure the distribution of the average test results. If the score variance is lower than the average, the data is declared good because the distribution test does not deviate from the standard.

Standard error, which indicates an accurate sample of the population. The smaller the standard error, the better the model. It can be seen in the table above that the average standard error is 4.01915. From this statement, it is stated that the statistical data is good. After understanding the results of the pre-test, the researcher gave treatment about the Total Physical

Response Method to increase Vocabulary Mastery. Finally, the researcher conducted a post-test to measure the scores' difference after the treatment.

#### 4.1.3 The Data Analysis of Post-Test

In this section, the researcher asked students to do a post-test after being given treatment at the previous meeting about the "Preposition of Things and Place" material. Researchers distributed post-test worksheets in the form of multiple choices to work on and were given 30 minutes. The purpose of doing the post-test is to measure students' abilities after being given treatment. Therefore, the researcher set a pre-test score to assess the students' work. The following are the results of the pre-test as follows:

*Table 4. 3 The Students' Score of Post-Test*

No	Initials' Name	Score
1	AAS	70
2	ADS	58
3	APA	82
4	AN	64
5	AS	64
6	AAFA	70
7	AIJ	76
8	AP	82
9	AN	52
10	BAR	76
11	DYES	94
12	DAH	70
13	DAZQW	70
14	JP	94
15	LAL	46

16	LR	64
17	MPA	70
18	MR	94
19	NCA	52
20	NANS	52
21	PU	78
22	PAF	94
23	RAM	72
24	RASW	94
25	TUU	72

Based on the table above, it can be seen that the post-test results of the fifth-grade students at SDN Mendalanwangi 03. The lowest score is 46, and the highest is 94. Details of the post-test calculation with SPSS 25.0 can be seen in the following table:

*Table 4. 4 The Descriptive Statistic of Post-Test*

Descriptives				Statistic	Std. Error
posttest	Mean			72.4000	2.87750
	95%	Confidence	Lower	66.4611	
	Interval for Mean		Bound		
			Upper Bound	78.3389	
	5% Trimmed Mean			72.6000	
	Median			70.0000	
	Variance			207.000	



Std. Deviation	14.38749	
Minimum	46.00	
Maximum	94.00	
Range	48.00	
Interquartile Range	18.00	
Skewness	.057	.464
Kurtosis	-.704	.902

From the table above, it can be seen that for all who did the post-test, the average score was 72.4000. Next, the number of data samples set as the median value is 70,0000. Then the Standard Deviation (SD) aims to determine the amount of data that is different from the average. This states that the sample above is suitable for research. Thus, the standard deviation is 14.38749, the mean is 72.4000. Lastly, the minimum score is 46.00, and the maximum score is 94.00. Then, Variance (V) was used to measure the mean distribution of test results. If the variance of the score is lower than the average, then the data is effective because the distribution test does not deviate from the standard.

Standard error, which shows that the sample is appropriate for the population. The smaller the standard error, the more efficient the model. It can be seen in the table above that the average standard error is 2.87750. Thus, it can be explained that the data is good.

#### **4.1.4 The Effectiveness of TPR Method in Vocabulary Mastery**

In this study, the effectiveness of the TPR method in vocabulary mastery can be achieved because there are differences in student scores that increase from pre-test to post-test as follows:

*Table 4. 5 The Students' Pre-Test and Post-Test*

<b>No</b>	<b>Initials' Name</b>	<b>Pre-Test</b>	<b>Post-Test</b>
1	AAS	64	70
2	ADS	28	58
3	APA	10	82
4	AN	58	64
5	AS	16	64
6	AAFA	58	70
7	AIJ	64	76
8	AP	76	82
9	AN	22	52
10	BAR	22	76
11	DYES	58	94
12	DAH	64	70
13	DAZQW	40	70
14	JP	52	94
15	LAL	28	46
16	LR	46	64
17	MPA	16	70
18	MR	52	94
19	NCA	28	52
20	NANS	40	52
21	PU	10	78
22	PAF	72	94
23	RAM	52	72
24	RASW	58	94
25	TUU	52	72

From the table above, it can be seen that the difference in the pre-test and post-test scores of 25 students increased. The pre-test is done before students did a treatment on the TPR method, and post-test is carried out after students are given treatment the TPR method. From these results it is stated that the pre-test value is lower than the post-test value. The lowest pre-test scores were 10 obtained by APA and PU students, while the highest post-test scores were 94 students accepted by RASW, PAF, MR, JP, and DYES. From the description above, it can be said that the TPR method effectively improves vocabulary mastery.

#### 4.1.5 The Result of Normality Testing

The normality test carried out to determine whether the population of the study's data was normally distributed. The calculation of the normality test in this study used the Shapiro Wilk test using SPSS 25.0 with a significance  $> 0.05$ . As for how to calculate the Shapiro-Wilks test, the decision-making requirements are as follows:

- a. If the value of Sig  $> 0.05$ , then the research data is usually distributed
- b. If the weight of Sig  $< 0.05$ , then the research data is not normally distributed

*Table 4. 6 Normality Test Result*

Tests of Normality						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PRE 5	.185	25	.027	.931	25	.092
POST 5	.133	25	.200*	.933	25	.104

\*. This is a lower bound of the true significance.

- a. Lilliefors Significance Correction

Based on the output of SPSS above, it shows that the significant value of the pre-test is 0.092, and the significant value of the post-test is 0.104. Both important values of pre and post-test were higher than 0.05. The significant value of the pre-test was  $0.092 > 0.05$ . This shows that  $H_1$  is accepted and  $H_0$  is rejected, and the pre-test data is usually distributed. Then, the significant value of the post-test is  $0.104 > 0.05$ . This shows that  $H_1$  is accepted and  $H_0$  is rejected, and the post-test data is usually distributed. Therefore, it can be summarized that the two data (pre-test and post-test) are typically distributed.

#### 4.1.6 The Result of T-test and Hypothesis Testing

Data analysis was conducted to determine student scores in vocabulary mastery before and after treatment with the TPR method. The researcher conducted a hypothesis test to determine whether there was a significant difference in the fifth-grade students of the state elementary school of Mendalanwangi 3 for the 2021/2022 academic year. To analyze the findings, the researcher used Paired Sample T-test with the help of SPSS 25.0. Researchers used the T-test because the data were normally distributed. The results can be seen as follows:

*Table 4. 7 Descriptive Statistic for Pre-Test and Post-Test*

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error
Pair 1	PRE TEST 5	43.4400	25	20.09577	4.01915
	POST TEST	72.4000	25	14.38749	2.87750
	5				

As previously mentioned, there were 25 students in the sample of this study. Based on the table above, the descriptive statistics of the pre-test and post-test are shown. in the previous analysis explained, there are two hypotheses in this research, (1) H0 states that no significant difference in students' vocabulary mastery before and after treatment with the TPR method. (2) H1 states a significant difference in students' vocabulary mastery before and after being treated with the TPR method. More details can be seen in the table below:

*Table 4. 8 Paired Sample Correlation*

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	PRE TEST 5 & POST TEST 5	25	.416	.038

From the results of the data analysis, the researcher tested the hypothesis with the following conditions:

If Sign. <, the null hypothesis (H0) is rejected, and the alternative (H1) is accepted. This means a significant difference in the effectiveness scores of the students' TPR method on vocabulary mastery.

If Sign. >, the null hypothesis (H0) is accepted, and the alternative (H1) is rejected. This means there is no significant difference in the TPR method student effectiveness scores on vocabulary mastery.

Table 4. 9 Paired Sample Test

**Paired Samples Test**

		Paired Differences			95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	PRE-TEST 5 POST-TEST 5	-28.96000	19.23642	3.84728	-36.90041	-21.01959	-7.527	24	.000

The table above shows a significant difference in scores between the pre-test and post-test because the sign value is 0.000, which is smaller than 0.05. because the Sign value > 0.05, then H0 is rejected. If Sign < 0.05, then H1 is accepted. It is evident that the 0.000 sign is less than 0.05, so H0 is rejected, and H1 is accepted.

Based on the table above, it can be concluded that using the TPR method to improve vocabulary mastery is effective for improving students' vocabulary mastery.

## 4.2 Discussion

In this discussion, the researcher used one population sample because there was only one class at each level, there was only 1 class, and it was impossible to add more categories. And this has been confirmed by the English teacher and approved by the school. Therefore, the researcher took one class agreed upon by the school, namely the fifth grade of Mendalanwangi State Elementary School 3. The number of students was 25, selected by random sampling technique in

the suggested terms by the English teacher at this school. To see if this method is effective, the researcher used pre-test and post-test and then calculated it using SPSS 25.0. The analysis of the second test shows that teaching using the TPR method greatly influences students' vocabulary mastery. Data analysis using SPSS 25.0 showed the mean in the pre-test is 43,4400, and the post-test increased to 72,4000 after treatment. In this case, the pre-test value is smaller than the post-test ( $43.4400 < 72.4000$ ), which means that  $H_0$  is rejected.

It can be said that teaching using the TPR method is effective for students' vocabulary mastery. Although there were some students' scores on the post-test that did not improve ideally, it showed that there was a significant increase in the post-test. At the output of the paired sample test after calculating the data, the t-count value (sign 2-tailed) is 0.000. By comparing with the standard level of significance (0.05). ( $0.000 < 0.05$ ), meaning that the alternative hypothesis ( $H_1$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected. In this case, it can be said that there is a significant difference in the hypotheses after treatment using the TPR method to improve students' vocabulary mastery.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

In this last chapter, the researcher put forward conclusions and suggestions based on the research findings and discussions that have been described in the previous chapter.

#### **5.1 Conclusion**

Based on the results of hypothesis testing in the research findings, it is explained that students' vocabulary mastery skills use TPR. teaching method is higher than their ability before treatment. Teaching using the TPR method effectively improves students' vocabulary mastery. This has been calculated using the results of the Paired Sample T-test showing that Sign. (2-tailed) less than 0.05 ( $0.000 < 0.05$ ). Based on the T-test results, the null hypothesis ( $H_0$ ) is rejected, and the alternative hypothesis ( $H_1$ ) is accepted. As a result, the treatment using the TPR method for vocabulary mastery was successful.

In addition, several research findings show that learning using the TPR method greatly motivates students to continue to improve vocabulary mastery. Furthermore, students will be active and interested in improving vocabulary memorization if it is done using the TPR method where students not only perform physical movements but also pronounce vocabulary in fifth-grade students of SDN Mendalanwangi 3 for the 2021/2022 academic year.



## **5.2 Suggestion**

From the results of research that has been done previously, the following are some suggestions to the subject as follows:

### **5.2.1 English Teacher**

Based on the research results, the TPR method is effective for students' vocabulary mastery. Teachers may face a few challenges in using this TPR method. In the learning process, teachers are advised to motivate and pay attention to students to remain enthusiastic about learning and continue to unite so that students do not miss lessons.

### **5.2.2 For Students**

In this study, students were asked to focus on increasing vocabulary mastery because the more vocabulary mastery, the more innovative and better students would say. In addition, students must always be active in other learning. If necessary, create a new learning environment so you don't get bored because the environment influences the learning process.

### **5.2.3 For Next Researchers**

The next researcher can use this research as one of their ideas in vocabulary mastery because this method is very effective for vocabulary mastery. In addition, further research can be used as a reference that supports several other sources and can add other variable. The TPR method can be used with quantitative research and qualitative research or research and development.

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## APPENDICES

### Appendix 1. 1 Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)			
Sekolah	: SDN MENDALANWANGI 03	Kelas	: 5 (lima)
Mata Pelajaran	: Bahasa Inggris	Semester	: 2 (Genap)
Judul Bab	: Where's The Teacher's Office	Alokasi Waktu	: 2 x 35 Menit
Materi Pokok	: 6.1 Memberi contoh melakukan sesuatu, Memberi aba-aba, dan Memberi petunjuk		

**A. TUJUAN PEMBELAJARAN**  
Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Membahas kosakata dan struktur percakapan sesuai materi
- Meniru pertanyaan-pertanyaan dan respon pertanyaan
- Menggunakan ungkapan-ungkapan percakapan sesuai materi dalam situasi nyata

**Media Pembelajaran & Sumber Belajar**

- ❖ Media : PPT, Video Pembelajaran berupa Materi Preposition
- ❖ Alat/Bahan : Laptop, Proyektor, Keyboard, Mouse, Ballpoint
- ❖ Sumber Belajar : Buku Paket Grow with English (a Thematic English Course for Elementary Students) book 5, Worksheet test about Preposition

**B. KEGIATAN PEMBELAJARAN**

**Pendahuluan (10 menit)**

1. Guru mengucapkan salam lalu mengajak peserta didik untuk berdoa sebelum memulai pelajaran
2. Guru mengecek kehadiran peserta didik (*melalui Google Classroom*)
3. Guru menyampaikan tujuan dan kegiatan pembelajaran tentang materi yg akan diajarkan yaitu *Preposition*

**Kegiatan Inti (50 menit)**

1. Guru menjelaskan pokok materi terkait *Preposition*
2. Guru memberikan Soft File berupa PPT dan Video Pembelajaran
3. Siswa diminta untuk memperhatikan dan memahami materi yang diajarkan
4. Guru menanyai Siswa terkait materi tersebut
5. Guru menunjuk beberapa siswa untuk praktik di depan kelas
6. Siswa diminta untuk melafalkan lalu menirukan gerakan terkait kosakata yg diucapkan oleh Guru
7. Guru memberikan worksheet berupa soal test kepada siswa
8. Guru mempersilahkan siswa untuk mengerjakan soal

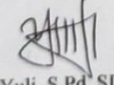
**Penutup (10 menit)**

1. Guru memberi kesimpulan dari materi yg telah diberikan
2. Guru memberi motivasi kepada Siswa
3. Guru menginformasikan materi selanjutnya
4. Guru mengakhiri pembelajaran

**C. PENILAIAN (ASSESMENT) HASIL PEMBELAJARAN**

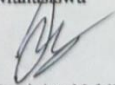
- **Penilaian Pengetahuan:** berupa tes tulis pilihan ganda
- **Penilaian Sikap:** berupa ketelitian, hati-hati,

Mengetahui,  
Guru Bahasa Inggris



Yuli, S.Pd. SD

Mendalanwangi, 25 Juni 2022  
Mahasiswa



Ismi Ata Nabila

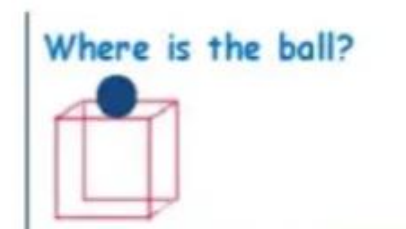
*Appendix 1. 2 Test of Pre-Test*

1.



- a. In
- b. Next to
- c. On
- d. In

2.



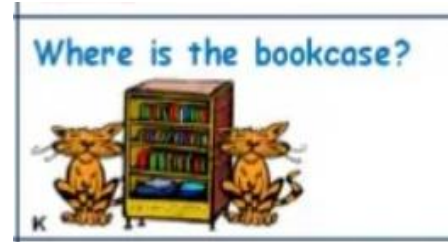
- a. In
- b. On
- c. Between
- d. Next to

3.



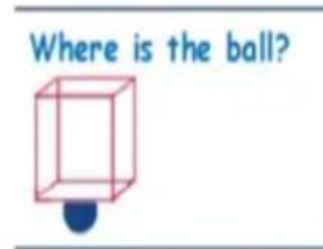
- a. Under
- b. In
- c. Beside
- d. On

4.



- a. Between
- b. Between
- c. Under
- d. Beside

5.



- a. Between
- b. Above
- c. In
- d. Under

6.



- a. Under the chair
- b. Between the chair
- c. In the chair
- d. On the chair

7.



The dog is \_\_\_\_\_ the table.

- a. In                      c. Between  
b. On                     d. Under

10.



The dog is \_\_\_\_\_ the table.

- a. On                      c. Between  
b. Next to               d. Under

8.



The dog is \_\_\_\_\_ the box.

- a. In                      c. Under  
b. On                     d. Next to

11.



The dog is \_\_\_\_\_ the table.

- a. On                      c. Between  
b. Next to               d. Under

9.



The dog is \_\_\_\_\_ the table.

- a. Behind               c. Under  
b. On                     d. In

12.



The dog is \_\_\_\_\_ the table.

- a. In                      c. On  
b. Beside               d. In front of

13. Please put the kittens ... the Carpet.

- a. On
- b. Under
- c. In
- d. Near

14. The ball is .... the box.

- a. In
- b. Under
- c. Opposite
- d. Next to

15. You can sit ... the chair.

- a. In front of
- b. On
- c. Under
- d. Beside

16. Where is the cat? It is .... the table.



- a. Between
- b. Under
- c. On
- d. Behind

17. My sister is sleep ... the Bedroom

- a. Between
- b. Behind
- c. In
- d. Near



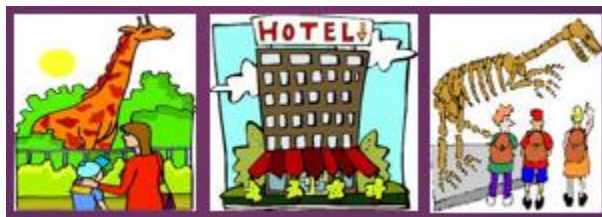
### Appendices 1.3 Test of Post-Test

1. Where is the bank? It is...the hotel.



- a. Between
- b. In front of
- c. Beside
- d. Behind

2. Where is the hotel? It is...the zoo and Museum .



- a. Behind
- b. In front of
- c. In
- d. Between

3. Where is the mosque? It is...the church.



- a. In front of
- b. Beside
- c. Between
- d. Behind

4. What is the meaning of "**between**" in Bahasa Indonesia?

- a. Di samping
- c. Di antara

5. Where is the hospital? It is... the school, library, and playground.



- a. In front of
- b. Beside
- c. Between
- d. Behind

6. Where is the library? It is...the school and the park.



- a. In front of
- b. Beside
- c. Between
- d. Behind

7. Where is the bank? It is...the hotel.



- a. Behind
- b. On
- c. Beside
- d. Under

8. The lizard was hiding ... the clock

- a. Behind
- c. Beside



b. Di belakang      d. Atas                      b. In                      d. Under

9. My house in the ... of a book store and a restaurant

- a. In                      c. Beside  
b. Between              d. On

16. The cat is sitting ... the sofa.

- a. Under                      c. In  
b. Above/Over              d. Near

10. Some birds are sleep ... the nest.

- a. On                      c. In  
b. Beside                      d. Under

17. "Stand ...!" Mommy said

- a. Beside                      c. Up  
b. On                      d. In

11. My mother meet her guest ...  
the living room.

- a. Under                      c. In  
b. Beside                      d. On

12. My dog is hiding ... the bench.

- a. In front of              c. Behind  
b. Between                      d. In

13. Don't stand ... the television. I can't see!

- a. On                      c. Above/Ove  
b. In front of              d. Under

14. He has a house ... the river.

- a. Beside                      c. Between  
b. On                      d. Under

15. A Thief is ... the Jail


- a. On                      c. At  
b. In front of              d. In

*Appendix 1.4 The Result of Pre-Test of Fifth-Grades and Sixth-Grades*

Pre- Test      Nama : Jodi-pratomo  
Kelas/No : 5 (Lima) / 141

1.      4.


Where is the ball?



a. In      c. On  
b. Next to      ~~d. In~~

2.      5.


Where is the ball?



a. In      c. Between  
~~b. On~~      d. Next to


3.      6.

Where is the ball?




a. Under      c. Beside  
b. In      ~~d. On~~

Where is the bookcase?




a. Between      c. Under  
b. Between      ~~d. Beside~~

Where is the ball?



a. Between      c. In  
b. Above      ~~d. Under~~

Where is the cat?



~~a. Under the chair~~      c. In the chair  
b. Between the chair      d. On the chair

7.

1



The dog is \_\_\_\_\_ the table.

- a. In                      c. Between  
b. On                    ~~d. Under~~

10.

4



The dog is \_\_\_\_\_ the table.

- ~~a. On~~                      c. Between  
b. Next to                d. Under

8.

2



The dog is \_\_\_\_\_ the box.

- a. In                      c. Under  
b. On                    ~~d. Next to~~

11.

3



The dog is \_\_\_\_\_ the table.

- a. On                      c. Between  
~~b. Next to~~                d. Under

9.

5



The dog is \_\_\_\_\_ the table.

- ~~a. Behind~~                c. Under  
b. On                      d. In

12.

6



The dog is \_\_\_\_\_ the table.

- a. In                      ~~c. On~~  
b. Beside                d. In front of

13. Please put the kittens ... the Carpet.

- ☒ a. On
- ☐ b. Under
- ☐ c. In
- ☐ d. Near

17. My sister is sleep ... the Bedroom

- ☐ a. Between
- ☐ b. Behind
- ☒ c. In
- ☐ d. Near

14. The ball is .... the box.

- ☒ a. In
- ☐ b. Under
- ☐ c. Opposite
- ☐ d. Next to

15. You can sit ... the chair.

- ☒ a. In front of
- ☐ b. On
- ☐ c. Under
- ☒ d. Beside

16. Where is the cat? It is .... the table.



- ☐ a. Between
- ☒ b. Under
- ☐ c. On
- ☐ d. Behind

Pre- Test

Nama : Hasan Bagus Prayoga

Kelas/No : 6.12

1.

Where is the ball?



- ☒ a. In                      c. On  
b. Next to                d. In

2.

Where is the ball?



- ☒ a. In                      c. Between  
☒ b. On                    d. Next to

3.

Where is the ball?



- a. Under                      c. Beside  
☒ b. In                        ☒ d. On

4.

Where is the bookcase?



- ☒ a. Between                c. Under  
b. Between                d. Beside

5.

Where is the ball?



- a. Between                      c. In  
b. Above                        ☒ d. Under

6.

Where is the cat?



- a. Under the chair            c. In the chair  
b. Between the chair        ☒ d. On the chair



7.

1



The dog is \_\_\_\_\_ the table.

a. In

c. Between

~~b. On~~

d. Under

10.

4



The dog is \_\_\_\_\_ the table.

a. On

c. Between

b. Next to

~~d. Under~~

8.

2



The dog is \_\_\_\_\_ the box.

~~a. In~~

c. Under

b. On

d. Next to

11.

3



The dog is \_\_\_\_\_ the table.

a. On

c. Between

~~b. Next to~~

d. Under

9.

5



The dog is \_\_\_\_\_ the table.

~~a. Behind~~

c. Under

b. On

d. In

12.

6



The dog is \_\_\_\_\_ the table.

a. In

c. On

b. Beside

~~d. In front of~~

13. Please put the kittens ... the Carpet.

- a. On
- b. Under
- c. In
- d. Near

17. My sister is sleep ... the Bedroom

- a. Between
- b. Behind
- c. In
- d. Near

14. The ball is .... the box.

- a. In
- b. Under
- c. Opposite
- d. Next to

15. You can sit ... the chair.

- a. In front of
- b. On
- c. Under
- d. Beside

16. Where is the cat? It is .... the table.



- a. Between
- b. Under
- c. On
- d. Behind

Appendix 1.5 The Result of Post-Test of Fifth-Grades and Sixth-Grades

Post-Test Name : Agista Noviana Class/No : Lima/4 / 14

1. Where is the bank? It is...the hotel.



- a. Between  
~~b. In front of~~  
 c. Beside  
 d. Behind

2. Where is the hotel? It is...the zoo and.



- a. Behind  
 b. In front of  
 c. In  
~~d. Between~~

3. Where is the mosque? It is...the church.



- a. In front of  
~~b. Beside~~  
 c. Between  
 d. Behind

4. What is the meaning of "between" in Bahasa Indonesia?

- a. Di samping  
 b. Di belakang  
~~c. Di antara~~  
 d. Atas

5. Where is the hospital? It is... the school, library, and playground.



- a. In front of  
 b. Beside  
~~c. Between~~  
 d. Behind

6. Where is the library? It is...the school and the park.



- a. In front of  
~~b. Beside~~  
 c. Between  
 d. Behind

7. Where is the bank? It is...the hotel.



- a. Behind  
 b. On  
~~c. Beside~~  
 d. Under

8. The lizard was hiding ... the clock

- a. Behind  
 b. In  
 c. Beside  
~~d. Under~~



9. My house is in the ... of a book store and a restaurant

- a. In
- ☒ b. Between
- c. Beside
- d. On

16. The cat is sitting ... the sofa.

- a. Under
- ☒ b. Above/Over
- c. In
- d. Near

10. Some birds are sleeping ... the nest.

- a. On
- ☒ b. Beside
- c. In
- d. Under

17. "Stand ...!" Mommy said

- a. Beside
- b. On
- c. Up
- d. In

11. My mother meets her guest ... the living room.

- a. Under
- ☒ b. In
- c. Beside
- d. On

12. My dog is hiding ... the bench.

- a. In front of
- ☒ b. Behind
- c. Between
- d. In

13. Don't stand ... the television. I can't see!

- a. On
- ☒ b. In front of
- c. Above/Over
- d. Under

14. He has a house ... the river.

- ☒ a. Beside
- b. On
- c. Between
- d. Under

15. A Thief is ... the Jail

- a. On
- b. In front of
- ☒ c. In
- d. At

Post-Test Name : Gita Mei S. A. Class/No : 6/9

1. Where is the bank? It is...the hotel.



- a. Between  
~~b. In front of~~  
 c. Beside  
 d. Behind

2. Where is the hotel? It is...the zoo and.



- a. Behind  
 b. In front of  
 c. In  
~~d. Between~~

3. Where is the mosque? It is...the church.



- a. In front of  
~~b. Beside~~  
 c. Between  
 d. Behind

4. What is the meaning of "between" in Bahasa Indonesia?

- a. Di samping  
 b. Di belakang  
~~c. Di antara~~  
 d. Atas

5. Where is the hospital? It is... the school, library, and playground.



- ~~a. In front of~~  
 b. Beside  
 c. Between  
 d. Behind

6. Where is the library? It is...the school and the park.



- a. In front of  
 b. Beside  
~~c. Between~~  
 d. Behind

7. Where is the bank? It is...the hotel.



- a. Behind  
 b. On  
~~c. Beside~~  
 d. Under

8. The lizard was hiding ... the clock

- ~~a. Behind~~  
 b. In  
 c. Beside  
 d. Under

9. My house is in the ... of a book store and a restaurant  
a. In                      c. Beside  
~~b. Between~~              d. On
10. Some birds are sleeping ... the nest.  
a. On                      ~~c. In~~  
b. Beside                  d. Under
11. My mother meets her guest ... the living room.  
a. Under                  ~~c. In~~  
b. Beside                  d. On
12. My dog is hiding ... the bench.  
a. In front of              ~~c. Behind~~  
b. Between                  d. In
13. Don't stand ... the television. I can't see!  
a. On                      c. Above/Over  
~~b. In front of~~              d. Under
14. He has a house ... the river.  
~~a. Beside~~                  c. Between  
b. On                      d. Under
15. A Thief is ... the Jail  
a. On                      c. At  
b. In front of              ~~d. In~~
16. The cat is sitting ... the sofa.  
a. Under                  ~~c. In~~  
b. Above/Over              d. Near
17. "Stand ...!" Mommy said  
a. Beside                  ~~c. Up~~  
b. On                      d. In



## Appendix 1.6 Documentation



5<sup>th</sup> Grade of Pre-Test



Treatment Day 1



Treatment Day 2



Treatment Day 2



Treatment Day 3



5<sup>th</sup> Grade of Post-Test




6<sup>th</sup> Grade of Pre-Test



6<sup>th</sup> Grade of Post-Test

**Appendix 1.7 Research permission Letter**

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG**  
**FAKULTAS ILMU TARBIYAH DAN KEGURUAN**  
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang  
<http://fitk.uin-malang.ac.id>, email : [fitk@uin-malang.ac.id](mailto:fitk@uin-malang.ac.id)

---

Nomor : 1530/Un.03.1/TL.00.1.05/2022  
Sifat : Penting  
Lampiran :  
Hal : Izin Penelitian

27 Mei 2022

Kepada  
Yth. Kepala SDN Merdalanwangi 03  
di  
Malang

*Assalamu'alaikum Wr. Wb.*

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:


Nama : Ismi Ata Nabila  
NIM : 18180033  
Jurusan : Tadris Bahasa Inggris (TBI)  
Semester - Tahun Akademik : Genap - 2021/2022  
Judul Skripsi : **The Effectiveness of Total Physical Response Method in Vocabulary Mastery at State Elementary School of Mendalanwangi 03**

Lama Penelitian : Mei 2022 sampai dengan Juli 2022 (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

*Wassalamu'alaikum Wr. Wb.*


  
Dekan,  
Dekan Bidang Akademik  
Muhammad Walid, MA  
19730823 200003 1 002

Tembusan :

1. Yth. Ketua Program Studi TBI
2. Arsip



*Appendix 1.8 Letter of Completion of Research*

 PEMERINTAH KABUPATEN MALANG  
KOORDINATOR DINAS PENDIDIKAN KECAMATAN WAGIR  
**SEKOLAH DASAR NEGERI 3 MENDALANWANGI**  
Alamat : Darungan RT 25 RT 09 Desa Mendalanwangi Kec. Wagir KodePos 65158  
E-mail : [sdnmendalanwangi03wagirmalang@gmail.com](mailto:sdnmendalanwangi03wagirmalang@gmail.com)  
NSS: 101051825008 NSPSN : 201517170

---

**SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN**  
Nomor: 842/199/35.07.101.408.29/2022

yang bertanda tangan di bawah ini :

Nama : MUJIONO,S.Pd  
Jabatan : Kepala Sekolah  
NIP : 19661111 199312 1 002  
Unit Dinas : SD Negeri 3 Mendalanwangi Kec. Wagir Kabupaten Malang


Dengan ini menerangkan bahwa Mahasiswa yang beridentitas :

Nama : ISMI ATA NABILA  
NIM : 18180033  
Program Studi : TADRIS BAHASA INGGRIS (TBI)  
Fakultas : ILMU TARBIYAH DAN KEGURUAN  
Sekolah/Univ. : UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIMMALANG

Telah selesai melakukan penelitian di SD Negeri 3 Mendalanwangi, Kecamatan Wagir, Kabupaten Malang untuk memperoleh data dalam rangka penyusunan Skripsi/Tesis/Disertasi/ Penelitian yang berjudul : **"The Effectiveness of TPR Method in Vocabulary Mastery at State Elementary School of Mendalanwangi 3"**.

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan sepenuhnya.

Malang, 11 Juli 2022  
Kepala SD Negeri 3 Mendalanwangi

  
MUJIONO,S.Pd  
NIP. 19661111 199312 1 002

### Appendix 1.9 Instrument Validation Letter

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG**  
**FAKULTAS ILMU TARBIYAH DAN KEGURUAN**  
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang  
http://fitk.uin-malang.ac.id, email : fitk@uin\_malang.ac.id

---

Nomor : B-2753/Un.03/FITK/PP.00.9/06/2022 10 Juni 2022  
Lampiran : -  
Perihal : Permohonan Menjadi Validator (Ahli Instrumen)

Kepada Yth.  
Yuli, S.Pd. SD  
di -  
Tempat

**Assalamualaikum Wr. Wb.**

Sehubungan dengan proses penyusunan skripsi mahasiswa berikut:

Nama : Ismi Ata Nabila  
NIM : 18180033  
Program Studi : Tadris Bahasa Inggris (TBI)  
Judul Skripsi : The Effectiveness of TPR Method in Vocabulary  
Mastery at State Elementary School of Mendalan  
Wangi 3  
Dosen Pembimbing : Septia Dwi Jayanti, M.Pd

maka dimohon Bapak/Ibu berkenan menjadi validator media skripsi tersebut. Adapun segala hal berkaitan dengan apresiasi terhadap kegiatan validasi sebagaimana dimaksud sepenuhnya menjadi tanggung jawab mahasiswa bersangkutan.

Demikian Permohonan ini disampaikan, atas perkenan dan kerjasamanya yang baik disampaikan terima kasih.

**Wassalamu'alaikum Wr. Wb.**

a.n Dekan  
a.n Dekan Bid. Akademik

  
Muhammad Walid, M.A  
NIP. 197308232000031002

### Appendix 1.10 Validation Sheet of Instrument of Pre and Post Test

**Validation Sheet**  
**Preposition of Thing and Place Test**

“The Effectiveness of Total Physical Response Method in Vocabulary Mastery at State Elementary School of Mendalanwangi 03”

Validator	:	Yuli, S.Pd SD
NIP	:	198407092014082001
Expertise	:	Test about Material of “Preposition of Thing and Place”
Instance	:	Maulana Malik Ibrahim State Islamic University of Malang
Validation Date (dd/mm/yyyy)	:	25 June 2022

**A. INTRODUCTION**

This validation sheet aims to get an assessment from the Validator (Mr/Mrs) on my research instrument in the form of 20 multiple-choice English questions. This instrument will be applied to the research subject, namely the fifth-grade elementary school students. Any comments and suggestions given are very important for researchers to improve the quality of the instrument. Thank you for your willingness to be a validator in my research.

**B. GUIDANCE**

1. In this section, assess by ticking ( ) with the following criteria following the columns below:  
  
1: Very Poor  
2: Poor  
3: Average  
4: Good  
5: Excellent
2. Please give comments and suggestions in the columns below



### C. VALIDATION SHEET

No.	Aspect	Score				
		1	2	3	4	5
1.	<b>Suitability of Instrument with basic competencies</b> <b>Basic Competence</b> 6.1 Bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur: memberi contoh melakukan sesuatu, memberi aba-aba, dan memberi petunjuk.  <b>Instrument Indicator</b> Students can express speech acts by giving examples of doing something according to cues and instructions					5
2.	The suitability of the sociocultural/sociolinguistic competence of the instrument with the student's abilities.				4	
3.	The suitability of the instrument's discourse competence with students' abilities.					5
4.	The suitability of the instrument's axial competence with students' abilities.					5
5.	The suitability of the instrument's axial competence with students' abilities.					5
6.	Construction of variations in the use of subjects, verbs, noun forms, use of subjects, and time changes.				4	
7.	Answer choices must be homogeneous and logical in terms of material aspects.				4	5
8.	Each question must have one correct answer or the most correct.				4	5
9.	The subject matter does not contain a statement which is a double negative.				4	
10.	The subject matter must be formulated clearly and unequivocally.					5

### D. DESCRIPTION OF THE RUBRIC

Based on the above statement from numbers 1 to 10 there are statements related to the suitability and subject matter of the research instrument. statements number 1 to 6 are indicators of structural aspects, while questions number 7 to 10 are indicators of interpretation in the form of multiple-choice questions.

#### E. SUGGESTION

1. For the pre-test and post-test questions, should be distinguished
2. In choosing questions, it must be adjusted to the ability of the respondent, preferably the basic one
3. Even though the questions are different, they still focus on students' abilities and do not get out of the subject
4. Alternating between questions and pictures
5. The pre-test questions should be easy, and the difficulty level for the post-test questions should be slightly increased

#### F. CONCLUSION

Based on the validation sheet above, it can be concluded that the instruments that have been made are:

Please cross out (abcd) the answer that doesn't match the conclusion you gave.


- a. The instrument can be used without revision
- b. The instrument can be used with slight revision
- c. The instrument can be used with many revisions
- d. The instrument cannot be used

Malang, June 25, 2022  
Validator



Yuli, S.Pd, SD  
NIP: 198407092014082001

*Appendix 1.11 Thesis Consultation Logbook*










KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM  
MALANG  
**FAKULTAS ILMU TARBIYAH DAN KEGURUAN**  
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang  
http://tarbiyah.uin-malang.ac.id email : psg\_uinmalang@yahoo.com

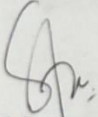
---

**BUKTI KONSULTASI BIMBINGAN SKRIPSI**  
**JURUSAN TADRIS BAHASA INGGRIS**

Nama : Ismi Ata Nabila  
NIM : 18180033  
Judul : **THE EFFECTIVENESS OF TOTAL PHYSICAL  
RESPONSE METHOD IN VOCABULARY AT STATE  
ELEMENTARY SCHOOL OF MENDALANWANGI 03**  
Dosen Pembimbing : Septia Dwi Jayanti M.Pd


No	Tgl/Bln/Thn	Materi Bimbingan	Tanda Tangan Pembimbing Proposal Skripsi
1	24/11/2021	Konsultasi terkait outline dan judul	
2	28/2/2022	Konsultasi terkait BAB 1,2,3	
3	1/3/2022	ACC BAB 1,2,3	
4	9/6/2022	Konsultasi terkait instrument penelitian berupa pre-test dan post- test	
5	5/7/2022	Konsultasi terkait BAB 4 dan 5	
6	28/7/2022	Konsultasi terkait Artikel & Abstrak Skripsi dan Artikel	
7	5/8/2022	ACC BAB 4 dan 5	

Menyetujui,  
Dosen Pembimbing



Septia Dwi Jayanti, M.Pd  
NIP. 2012098901

Malang  
Mengetahui,  
Ketua Jurusan TBI



Dr. H. Langgeng Budianto, M.Pd  
NIP. 19711014 200312 1 001

## CURRICULUM VITAE



Nama : Ismi Ata Nabila  
Tempat/Tgl Lahir : Malang, 14 Mei 1999  
Fakultas/Jurusan : Fakultas Ilmu Tarbiyah dan Keguruan / Tadris Bahasa Inggris  
Alamat Rumah : Dusun Buwek Desa Sitirejo Kec. Wagir Kab. Malang  
No. Telepon : 082142608190

### Riwayat Pendidikan

- |              |                                  |
|--------------|----------------------------------|
| 1. 2005-2006 | TK ABA 23 KOTA MALANG            |
| 2. 2006-2012 | SDN KEBONSARI 2 KOTA MALANG      |
| 3. 2012-2015 | SMPN 12 KOTA MALANG              |
| 4. 2015-2018 | SMA ISLAM KOTA MALANG            |
| 5. 2018-2022 | UIN MAULANA MALIK IBRAHIM MALANG |

Malang, November 23, 2022  
Mahasiswi,

Ismi Ata Nabila  
18180033