

**THE EFFECTIVENESS OF USING TOTAL PHYSICAL RESPONSE  
APPROACH ON STUDENTS VOCABULARY MASTERY**

**THESIS**



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STATE ISLAMIC UNIVERSITY MAULANA MALIK IBRAHIM  
MALANG**

**2023**

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APPROACH ON VOCABULARY MASTERY**

**THESIS**

This Thesis submitted to the Faculty of Education and Teacher Training State Islamic University of Maulana Malik Ibrahim Malang to Fulfill One of the Requirements for Obtained a bachelor degree in English Education Department

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2023**

**APROVAL SHEET**

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# LEGITIMATION SHEET

## LEGITIMATION SHEET

### THE EFFECTIVENESS OF USING TOTAL PHYSICAL RESPONSE APPROACH ON STUDENTS VOCABULARY MASTERY

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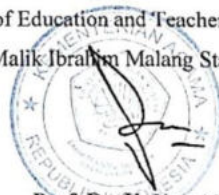
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## **MOTTO**

The power of Du'a is unbelievable.

-Fifi Farihatun A-



## **DEDICATION**

I dedicate this thesis to my beloved person, mother Supartini and my father Saeroji, thank you for all your continuous prayers, sacrifices, hard work, and unlimited love. Hopefully this work can be a small gift to make you smile happily. To my beloved little brother Zaidan Hakim, I hope this thesis will be a motivation for the future. To the people who have always been my home. I also dedicate this thesis to my best friends Faiz, Nurul, Anis and my Alaska's Family: Fara, Izzah, Aurora, Icha, Ayus, Itsna, Salma, Nawir, Yusral, Mubin, Afif, Wildan, Ujang, especially to Narul Hasyim Muzadi who always provided inspiration in writing this thesis. Thank you to everyone who has been present in my life, has helped, supported, been kind, reminded and prayed for the author. I express my infinite gratitude for everything that has been given and may God reward all goodness, Amen.

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Malang, September 7<sup>th</sup> 2023

Penulis,



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## LATIN ARABIC TRANSLITERATION GUIDELINES

The writing of Arabic-Latin transliteration in this thesis uses transliteration guidelines based on a joint decision 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 = ' (vowel)	ء = . (vowel)
ذ = dz	غ = gh	ي = y
ر = r	ف = f	

### B. Long Vocal

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

### C. Diphthong Vocal

وا	= aw
يا	= ay
وأ	= û
يأ	= î

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## ABSTRAK

Alfiyana, Fifi Farihatun. 2023. The Effectiveness of Using Total Physical Response Approach on Students Vocabulary Mastery. Skripsi. Jurusan Pendidikan Bahasa Inggris. Fakultas Ilmu Tarbiyah dan Keguruan. Universitas Islam Negeri Maulana Malik Ibrahim Malang. Dosen Pembimbing: Farid Munfaati, M.Pd.

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**Keywords: Efektivitas, Total Physical Response, Vocabulary**

Bahasa Inggris termasuk bahasa yang harus dikuasai seiring perkembangan zaman, mengingat bahasa Inggris menjadi bahasa internasional sebagai alat komunikasi. Di Indonesia bahasa Inggris sudah diterapkan di setiap jenjang pendidikan. Cara pengajaran kosakata tentunya tidak hanya diajarkan melalui lisan, akan tetapi dapat juga diajarkan melalui gerakan motorik. Adapun salah satu metode yang digunakan dalam pembelajaran kosakata menggunakan metode Total Physical Response. Metode TPR merupakan metode dengan cara pengajaran bahasa yang didasarkan pada koordinasi verbal dan tindakan melalui keterlibatan fisik untuk membantu siswa memahami dan mengingat kosakata baru, serta menekankan pada pendekatan yang tidak terlalu formal dan memberikan kebebasan dalam pembelajaran bahasa Inggris khususnya dalam pemerolehan kosakata baru. Tujuan dari penelitian ini adalah untuk mendapatkan bukti empiris tentang pengaruh penggunaan Metode Fisik Total terhadap penguasaan kosakata siswa.

Peneliti menggunakan pendekatan penelitian kuantitatif dengan metode penelitian quasi experiment dan desain yang digunakan adalah non equivalent control group design. Jumlah sample yang digunakan pada penelitian ini adalah kelas VIII MTs Al-Munawaroh yang terbagi dalam dua kelompok yaitu kelompok control (kelas A) dan kelompok eksperimen (kelas B). Treatment yang digunakan adalah penerapan metode TPR untuk penguasaan kosakata siswa. Teknik pengumpulan datanya menggunakan tes (pre-test and post-test).

Hasil dari penelitian ini menunjukkan perbedaan yang signifikan yaitu hasil post-test lebih tinggi daripada hasil dari pre-test. Dari hasil N-Gain skor menunjukkan bahwa penggunaan metode TPR pada kelompok eksperimen cukup efektif dengan rata-rata skor N-Gain sebesar 87% dan hasil dari N-Gain kelompok control kurang efektif yaitu sebesar 62%. Adapun Output dari hasil dari pengujian hipotesis dengan menggunakan independent sample Test pada bagian Equal Variances assumed diketahui nilai Sig. (2-tailed) sebesar  $<0,01 < 0,05$ , maka sebagaimana dasar pengambilan keputusan pada uji independent sample t-test dapat disimpulkan bahwa  $H_0$  diterima dan  $H_a$  ditolak.

## ABSTRACT

Alfiyana, Fifi Farihatun. 2023. The Effectiveness of Using Total Physical Response Method on Vocabulary Mastery. Thesis English Education Department. Faculty of Education and Teacher Training. Maulana Malik Ibrahim State Islamic University of Malang. Advisor : Farid Munfaati, M .Pd.

---

**Keywords: Effectiveness, Total Physical Response, Vocabulary**

English language must be mastered along with the times, considering that English is an international language as a means of communication. In Indonesia, English has been applied at every level of education. The method of teaching vocabulary is of course not only taught orally, but can also be taught through motor movements. One of the methods used in learning vocabulary is the Total Physical Response method. The TPR method is a method of teaching language based on verbal coordination and action through physical involvement to help students understand and remember new vocabulary, and emphasizes a less formal approach and gives freedom in learning English, especially in acquiring new vocabulary. The purpose of this study was to obtain empirical evidence about the effect of using the Total Physical Method on students' vocabulary mastery.

Researcher used a quantitative research approach with a quasi-experimental research method and the design used was a non-equivalent control group design. The number of samples used in this study were class VIII MTs Al-Munawaroh which were divided into two groups, namely the control group (A class) and the experimental group ( B class). The treatment used is the application of the TPR method for students' vocabulary mastery. The data collection technique uses tests (pre-test and post-test).

The results of this study showed a significant difference, namely the results of the post-test were higher than the results of the pre-test. The results of the N-Gain score show that the use of the TPR method in the experimental group is quite effective with an average N-Gain score of 87% and the results of the N-Gain control group are less effective, namely 62%. The output from the results of hypothesis testing using the independent sample test on the Equal Variances assumed section is known to be the value of Sig. (2-tailed) of  $<0.01 <0.05$ , then as a basis for decision-making on the independent sample t-test it can be concluded that  $H_0$  is accepted and  $H_a$  is rejected.

## خلاصة

الفيانا، فيفي فريحاتون. 2023. فاعلية استخدام أسلوب الاستجابة البدنية الشاملة في إتقان المفردات في تعلم اللغة الإنجليزية. رسالة قسم تعليم اللغة الإنجليزية. كلية التربية وتدريب المعلمين. جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المستشار: فريد منافتي.م.د.

### الكلمات المفتاحية: الفعالية، الاستجابة البدنية الكلية، المفردات

اللغة الإنجليزية هي اللغة التي يجب إتقانها مع مرور الوقت، باعتبار اللغة الإنجليزية لغة عالمية كوسيلة للتواصل. في إندونيسيا، تم تطبيق اللغة الإنجليزية في كل مستوى من مستويات التعليم. إن طريقة تدريس المفردات لا يتم بالطبع تدريسها شفهيًا فقط، بل يمكن تدريسها أيضًا من خلال الحركات الحركية. أما هي TPR إحدى الطرق المستخدمة في تعلم المفردات باستخدام طريقة الاستجابة البدنية الشاملة. طريقة طريقة لتدريس اللغة تعتمد على التنسيق اللفظي والعمل من خلال المشاركة الجسدية لمساعدة الطلاب على فهم وتذكر المفردات الجديدة، وتؤكد على نهج أقل رسمية وتعطي الحرية في تعلم اللغة الإنجليزية، وخاصة في اكتساب مفردات جديدة. كان الغرض من هذه الدراسة هو الحصول على أدلة تجريبية حول تأثير استخدام الطريقة الفيزيائية الشاملة على إتقان الطلاب للمفردات.

استخدم الباحثون منهج البحث الكمي مع أسلوب البحث شبه التجريبي وكان التصميم المستخدم عبارة عن MTs تصميم مجموعة مراقبة غير متكافئة. وكان عدد العينات المستخدمة في هذه الدراسة من الصف الثامن المنورة والتي تم تقسيمها إلى مجموعتين وهما المجموعة الضابطة (الصف أ) والمجموعة التجريبية (الصف لإتقان المفردات لدى الطلاب. تستخدم تقنية جمع البيانات TPR ب). العلاج المستخدم هو تطبيق طريقة الاختبارات (الاختبار القبلي والاختبار البعدي).

وأظهرت نتائج هذه الدراسة وجود فرق كبير، حيث كانت نتائج الاختبار البعدي أعلى من نتائج في المجموعة التجريبية فعال للغاية TPR أن استخدام طريقة N-Gain الاختبار القبلي. تظهر نتائج درجة وكانت نتائج المجموعة الضابطة أقل فعالية وهي 62%. ومن 87% N-Gain حيث بلغ متوسط درجة المعروف أن النتائج من نتائج اختبار الفرضيات باستخدام اختبار العينة المستقلة في قسم التباينات المتساوية للعينة المستقلة t، ثم كأساس لاتخاذ القرار بشأن اختبار  $0.05 < 0.01 < \text{Sig. (2-tail)}$  المفترضة هو قيمة مرفوض  $H_0$  مقبول و  $H_a$  يمكن استنتاج أن

# **CHAPTER I**

## **INTRODUCTION**

This chapter covers some critical points. It covers the background of the research, scope of the limitation, research question, research objective, significance of the research, and definition of key terms.

### **1.1 Background of Research**

One of the main functions of language is as a mean of communication. Language has a central role in intellectual, social, communication, and emotional development as a support for success in studying all fields of study. English has expanded and developed worldwide as a result of globalization trends. Now, English is a language to be spoken by many people from various countries. Many various language of the world, English is the language most widely used in the world (Suparyanto, 2020). At this time, English has become the official international language used as a means of communication in the international world. This is because various fields starting from the field of education, social, cultural, and communication to the world of work have implemented English along with the development of science and technology (Science and Technology). Every year the English vocabulary has developed from year to year and set as an international language. This development has also made English one of the languages taught in various institutions, both formal and non-formal.

Various institutions for learning English are available in Indonesia, both formal educational institutions such as schools, and also non-formal educational institutions such as English courses in Indonesia. Because of that, many Indonesians have the mindset that learning their mother tongue contains social and cultural-

intensive elements. Children will learn their mother tongue for the first time with the wisdom contained in it to communicate. Through the mother tongue, a person's cultural identity will be formed, including his way of thinking and outlook on life (Santoso, 2014). English began to be taught as a foreign language after the mother tongue and national language. In the world of education in Indonesia, English has become a mandatory requirement for graduation from several institutions. Regulation of the Minister of Education and Culture of Indonesia Number 59 of 2011 concerning criteria for graduating students from education units and administering School/Madrasah Exams and National Exams states that English is the subject tested in the National Examination along with mathematics and Indonesian following students' areas of interest. According to the 2017 Ministry of Education and Culture explains that language learning is one of the areas of developing the basic abilities of children who are prepared to increase their abilities and creativity according to their stage of development. However, learning English used at the school level is still not optimal.

In formal educational institutions teaching language can help students get to know themselves and their culture. Language learning helps students express ideas, feelings, and can participate in the social world of society. One of them is English which is a requirement in the global era where students are required to be able to master English into four language skills including speaking, reading, writing, and listening. The fact is that now English is used in all fields, especially in the world of work, you must be able to speak English. The key to being able to implement the four English skills is knowing vocabulary. Because in learning a language there

must be aspects that support the success of learning the language, one of which is vocabulary.

One of the tools that we use daily both in our personal lives and in the environment where we work and live in language and humans need language to communicate properly (Zalmansyah, 2013). Vocabulary is an important component in language learning, without a vocabulary component one cannot acquire language skills (Suantari, 2019). Vocabulary is the essence of learning language skills, such as reading, listening, writing, and speaking. So, vocabulary is a word composed of a language communication tool that functions to understand someone's words to be able to speak, write, listen, and read.

Based on the word of God in Q.S. Al Baqarah verse 2(31;2):

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ  
أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ ﴿٣١﴾

"..God taught Adam all the names (objects), then God showed them to the angels, saying, "Tell Me the names of these (objects) if you are right!"

From the verses of the Qur'an above, it has been explained that Allah taught Adam about the names of objects (vocabulary). From this, human life needs communication, and communication requires language and Vocabulary. So from this verse, a human being who has common sense must be able to have a master of Vocabulary for the needs of communicating and interacting with fellow human beings.



From the verses of the Qur'an above it has been explained that Allah taught Adam about the names of objects (vocabulary). From this, we can conclude that human life needs communication and communication requires language and vocabulary. So from this verse, a human being who has common sense must be able to have a master of vocabulary for the needs of communicating and interacting with fellow human beings.

As previously explained that communication is very important and the main key for someone to be able to communicate with other people is knowing the vocabulary and understanding the language that other people use. Therefore if someone wants to communicate with other people using English, then the other person must also understand the spoken vocabulary. If the interlocutor does not understand what the person is saying, then the purpose of the communication is not conveyed. For this reason, if someone wants to understand communication using English, then they must master the English vocabulary so that the purpose of someone's words can be conveyed. Thus in Indonesia, learning English is a compulsory subject that is applied at the junior high school level.

Language learning in schools is intended to increase communication skills and language skills that are good and right. One aspect that supports increasing the ability to communicate in English properly and correctly is mastering a lot of vocabulary. The more vocabulary is mastered by students, the better the communication used. Vocabulary is an important part that cannot be separated from the language learning process. With the same understanding of words, teachers and students can interact and communicate smoothly in the learning process and delivery of material. Mastery and understanding of vocabulary in language learning

absolutely must be improved so that students can develop language abilities and skills (reading, writing, listening, speaking).

Tarigan in (Magdalena, 2021) explained that the quality of a person's language skills depends on the quantity and quality of the vocabulary they have, the more skilled we are in the language. Meanwhile, the interest of students in junior high school to learn English is still very low. Especially based on the observations of researcher at MTs Al- munawaaroh. The vocabulary that students have is very minimal, they do not even know the basic vocabulary. One of the factors behind students' interest in learning English is that the method used is not appropriate. Teaching vocabulary and English to children are different from adults. The age of stepping on teenagers, prefer to learn while moving and involve physical activity. Students admit that they feel bored with more activities in class. Choosing the right teaching and learning method is one of the solutions to motivate students in learning English. That way they feel happy, and enjoy learning, so that students can remember the vocabulary they learn (Sariyati, 2017). One of the supports for success in the teaching and learning process is the selection of the right method to convey learning material.

The Total Physical Response method is a foreign language teaching method developed by Prof. Dr. James J. Asher, a psychologist from the University of San Jose California. Total Physical response is a way of teaching language based on verbal coordination and action through physical involvement. In essence, the overall physical response refers to management or instructions given by a teacher or instructor that are directly related to the body's response (Mahmud, 2016). Besides being used for children, this method is also suitable for application to

teenagers and adults with different levels (Zainollah, 2016). The application of the Total Physical Response method is through direct pronunciation to students regarding an order, then the body begins to produce a verbal response (whole body action) and then students will respond to their physical form through speech. The Total Physical Response method contains many elements of game movement accompanied by physical responses such as reaching, pointing, moving, looking, etc. So that through the Total Physical Response method students can easily remember vocabulary because direct learning accompanied by practice will make it easy for students to remember it. With the Total Physical Response method, students can enjoy learning and can eliminate their mindset that learning English is difficult. With the application of the Total Physical Response method, it is hoped that students will have good enthusiasm in learning English vocabulary using body language and physical responses. Through applying the TPR method, we not only obtain an authentic model of how the target language is used in the context but also the cultural values in a particular situation of expression.

The method that has been used so far is the conventional method. Students feel bored and less enjoyable when learning takes place. Therefore the level of students' ability to understand the material used is still relatively low, thus making students less motivated to learn English. This will be more interesting and more meaningful if the method used by a teacher in learning English is varied and interesting, as well as using more effective learning media to increase student motivation and interest in learning English, especially in the aspect of increasing vocabulary. The researcher tries to apply new methods in learning English that are more innovative. One method that can be used to increase vocabulary is the Total

Physical Response method. The TPR method can help student master vocabulary well.

The researcher chooses the Total Physical Response method because the method proposed by Asher is a very popular and effective method to apply in language learning for children. Not only that, however, this method is also applied to adolescent and adult students. Students can learn by expressing and communicating which will be easily remembered and accepted by the brain. The implementation of the TPR method in learning English is very easy. "Listen and do", is a learning model of the Total Physical Response approach. This method can help students to memorize with their motor system because students immediately demonstrate and pronounce vocabulary when the teacher gives instructions. This method not only is applied in class but can be applied to natural conditions both during learning hours and outside of learning hours. The procedure is to give instructional sentences to students and then respond with action (whole-body-action). The TPR method can motivate students to be interested in learning English vocabulary because this method is very entertaining for them and they feel enjoy learning. The researchers' reasons are reinforced by the opinion (Sariyati, 2017) saying that the TPR method is very suitable for the character of children or adolescents who like to move places and feel bored quickly if they are just learning to sit on a chair.

To stay away from the equation of the research with previous research, the researcher created the originality of the research which consisted of exposure from previous research. In this case, the researcher found several research that are relevant to this research, including:

Syarifuddin Dullah (2017) explained, based on the results of his research that had been carried out through several actions from cycles I, II, and III and based on the analysis carried out, it can be concluded that the use of the TPR method can increase the motivation of class IX students of SMPN 1 Parepare in 2016/2017. This study also states that the application of English learning with the TPR method can make students become active during learning activities. It can be indicated by the learning outcomes of students with cycle III that there was an increase in mastery from 21 students or 66% to 29 students or 91%, an increase of 21 students or 65% of the total 32 children. Thus, the TPR method can spur students to be more active in understanding and mastering the material, with evidence that increased student learning outcomes are proof that students have succeeded in mastering the material by 85-100%.

Based (Suryaningrum, 2018) entitled "The Effect of Total Physical Response Technique on the Eleventh Graders' Speaking ability at SMA PSKD & Depok" explains that students in the classes XI IPS 1 and XI IPS of SMA PSKD 7 Depok in the eleventh grade should be more active and communicative in the learning process and try to be more interested in the activities in the classroom. Along with using engaging techniques, encouraging kids to talk in English every day by making it a habit is another way to encourage them. The result of the data analysis demonstrated that the TPR technique had a considerable impact on students' speaking abilities, as evidenced by the difference in post-test mean scores between the experimental (67.36) and control (51.52). The results suggest that the TPR technique was successful in enhancing the speaking abilities of 11th graders.

Gusmuliana, (2018) examined in his research which aims to investigate the implementation of the Total Physical Response strategy in Curup Selatan SLBN schools because of the problems that occur in students with special needs who have different disabilities in learning English. The method used in this research is descriptive qualitative. The subjects in this study were not students but teachers who were interviewed. From these interviews, the researcher can conclude his findings that those who teach blind students experience difficulties in applying it. Not all students can receive material through the TPR method. The teacher also will not force students to respond to the teacher's orders. Blind students have limitations in vision, but they are more intelligent than other students, and they can understand material using body language. Therefore, unique and intensive treatment is needed for students to understand the material presented by the teacher.

(Malik, 2021) explained that the Totally Physical Response (TPR) learning model can improve speaking achievement in English for vocational students because learning using the TPR model is carried out by incorporating discussion, demonstration, knowledge sharing, and problem-solving techniques. Learning speaking with TPR is strengthened by incorporating vocabulary reinforcement for students and grammar for students according to the theme of the speaking learning material. The number of students who have increased. in the pre-implementation of the study, only 15 students (42.86%) students completed their studies, in cycle I increased slightly to 20 students (57.14%) completed their studies, in cycle II it increased rapidly to 26 students (74.29%) completed their studies, and in cycle III reached 30 students (85.71%) complete learning.

Based on previous research also examined English language learning using the Total Physical Response method but in application in a different or close field. Of course, every research must have differences from previous research, because research requires updating for new problems that are likely to occur. The existence of differences in subjects, places, research variables, methods, time, and also research focus also include novelty for conducting research. So that in this research, the researcher tries to see how the effectiveness of the application of the TPR method in the acquisition of English vocabulary. The novelties in this study with previous research include: first, the method used, and the level of application of the method where in previous research the method was applied to the children's and high school levels, therefore in this research the method will apply to junior high. The second is from the previous research design using CAR (Class Action Research), while in this study the researcher uses a research design in the form of an experiment. The third difference is that in previous research it was applied to students with special needs and in this research, it will apply to normal students at the junior high school level. The fourth difference is in the subject and place of research because not all applications of these methods to other subjects and places can produce the same results, but certainly have differences.

Based on the background above, the researcher decided to examine the effect of applying the Total Physical Response method on students' vocabulary mastery.

## **1.2 Scope and Limitation**

Due to the many problems that arise, it is necessary to limit the problems in this study. The researcher limit the problem will be research of the effect of

applying the Total Physical Response method in learning English on students' vocabulary acquisition. The researcher will limit this research to the second semester of the academic year 2022/2023 at VIII grade students of MTs Al-Munawwaroh with a total of 52 students who will be use as subjects with details of the number of students in the control class there are 25 divided by gender female 17 and male 8 students, while the number in the experimental class was 27 with details of gender female 15 and male 12 students. This research focuses on using the Total Physical Response Method as a medium of learning in acquiring vocabulary in recount text material. Limitations in this study will also be focus on active vocabulary and productive vocabulary. The method of teaching vocabulary that will apply with mimes, actions, and gestures.

### **1.3 Research question**

Based on the background of the research above, the researcher will conduct this research to answer the question: “Is there any effect of using the Total Physical Response Approach on students' vocabulary mastery of VIII grade students MTs Al- Munawwaroh ?

### **1.4 Research objective**

Based on the formulation of the problem above, the object of this research is to get empirical evidence about the effect of using the Total Physical Response Approach on students' vocabulary mastery of VIII grade students MTs Al-Munawwaroh.

### **1.5 Significance of The Research**

The results of this research are expected to provide information and contribute the following benefits:



a. Theoretical Benefits

This research is expected to be of benefit to its readers and to increase knowledge about how to teach Vocabulary using the Total Physical Response method.

b. Practical Benefits

1. For students: research can provide motivation for students to be more enthusiastic in learning English, especially memorizing Vocabulary to support the four English skills.
2. For teacher: this research can be an alternative method for the teacher to teach vocabulary to students so that they are more enthusiastic and enjoy learning English.
3. For future researcher: this research can serve as a guideline and as a reference source for future researchers on how to teach Vocabulary using other, more varied methods to make students more enthusiastic about learning English vocabulary and make students enjoy learning English in class.

## 1.6 Hypothesis

Ha : There is a significant effect differences between the control class and experimental class regarding their ability to master English vocabulary after being given treatment of Total Physical Response approach on MTs Al-Munawaroh in academic year 2022/ 2023

Ho : There is a significant effect differences between the control class and experimental class regarding their ability to master English vocabulary after

being given treatment of Total Physical Response approach on MTs Al-Munawaroh in academic year 2022/ 2023

### **1.7 Definition of Key Terms**

The researcher specifies a few phrases used in the following headings to clarify and miss understandings regarding keywords and essential ideas in the study:

a. Total Physical Response

One method of teaching language is using a physical activity that coordinates with the nervous motor system through commands, speech, movement, and body responses according to the theory of Jams Asher. This method is considered exciting and fun and is suitable for learning languages where it is challenging to remember Vocabulary. However, using this method, students will feel happy. The more the students feel happy, the better they remember the language they are learning.

b. Vocabulary

The essence of language learning is that it can be arranged into a sentence, both written and spoken. The function of Vocabulary as a means of information and communication. This research is more specific to English vocabulary on recount text.

c. Vocabulary Mastery

The importance of learning English fluently to improve and build their English skills. It has a correlation with the intellectual maturity of the learners but also the fact that it helps a great deal in the improvement of four languages skills on the students.

## **CHAPTER II**

### **LITERATURE REVIEW**

The researcher will explain several parts of the theoretical framework that relates to the topic, such as definition of Total Physical Response, purpose of Total Physical Response, Principal of Total Physical Response, the Procedure of Total Physical Response, the advantages and disadvantages of Total Physical Response, the definition of Vocabulary, kind of Vocabulary, the function of vocabulary, problem in teaching vocabulary.

#### **2.1 Total Physical Response**

##### **2.1.1 Definition of Total Physical Response**

Total Physical Response is a method for teaching in the field of language developed by a psychologist from San Jose State College, California, and the United States named Prof. James J. Asher in the 1960s. The Total Physical Response method is a teaching method that uses a motor system where language is formed based on speech and action, and then the body responds through physical activity (David Nunan, 1990). According to the claims, the basic of the Total Physical Response Method is that students listen to their teachers and then physically react to what they hear. That is how beginners or more advanced students learn to understand what a teacher says in Total Physical Response (TPR).

According to James, the Total Physical Response views the acquisition of a second language by adults as being similar to that of a child's first language. He believes that when learning a second language, adults should use the same methods that children use to master their native

languages. Asher also advises teachers to employ the Total Physical Response teaching strategy while instructing pupils in foreign languages in order to maximize learning opportunities. Asher also advises school teachers to employ the Total Physical Response teaching strategy while instructing foreign languages in order to maximize student learning. Students, especially those studying at the starting level, can benefit from the TPR's overall goal. Teachers are frequently employed to encourage learners to engage in active physical behavior (Liu, 2019). Total Physical Response uses body language as one of its core teaching strategies since it makes learning English in elementary and middle schools considerably simpler for pupils.

The Total Physical Response method is straightforward to apply to language learning and is lightly applied to teenage students. TPR utilize the natural process of language learning and makes learning a more enjoyable experience. This method contains elements of game movement so that it can relieve stress on students because of the problems and obstacles students face in the teaching and learning process in class, especially when learning foreign languages, and the TPR method can create a positive mood in students who can facilitate learning, so can provide motivation to students to be enthusiastic in learning English. Through the TPR method, the target language can be obtained during learning through action (Mira, 2021).

### **2.1.2 Purpose of Total Physical Response**

The purpose of the Total Physical Response method is to help students have oral skills at an early stage. Thus, the purpose of the Total

Physical Response method is to gain students' understanding of learning language skills to achieve learning objectives. Meanwhile, from these general objectives, the purpose of TPR can be further narrowed down into a pursuit method to assist the development of language skills which are divided into writing, reading, speaking, and listening skills.

Therefore, students automatically pronounce vocabulary and remember it through doing body language. Learning English for the process of acquiring Vocabulary contains commands that are responded to with physical movements. Students listen to the teacher who communicates using English starting from the beginning of the learning process (Taufik, 2011).

### **2.1.3 Principal of Total Physical Response**

As the leading facilitator, the teacher must be able to understand the principles of the Total Physical Response method well so that they can apply them to teaching and learning activities appropriately in the class. Asher as a developer in (Tarigan, 1933), mentions the principles of Total Physical Response, including:

- a. Students are allowed to speak once they really understand spoken language and are steady in extension.
- b. Students must be able to achieve success in verbal comprehension through utterances made by the instructor in the imperative form.
- c. Students are expected to be able to identify several things in understanding spoken language and state that students are ready to speak.

In addition, Larsen and Freeman (Zainollah, 2016) revealed several principles in the teaching and learning process using the Total Physical Response method to assist teachers in teaching foreign languages in class:

- a. Meaning in the target language can be conveyed through action. Memory is activated through student responses. The target language cannot be represented in one word.
- b. Students' understanding of the target language must be developed before speaking.
- c. Students can learn language by using their body movements.
- d. Commands are linguistic devices that teachers can use to direct student behavior.
- e. Students can learn to discuss through observing actions and by taking their own actions.
- f. Students may need to be given fixed routine memorization material.
- g. Students do not have to develop flexibility in understanding new combinations of the target language. They need to understand the exact sentences used in the exercise.
- h. Language learning will be more effective with fun learning activities.
- i. Speaking skills should be prioritized before written language.
- j. Students will start speaking when they are ready.

#### **2.1.4 Procedures of Total Physical Response**

Teacher can choose to use the TPR method in the learning process, and teacher can be creative in developing this method with collaborative games or quizzes.

James Asher (Sani & Hayati, 2013) states several stages in the teaching and learning process using the TPR method as follows:

- a. The teacher pronounces the Vocabulary or utterances, and the teacher demonstrates what is said
- b. The teacher pronounces an order in the form of Vocabulary or utterances together with students, and students carry out what is ordered.
- c. The teacher asks representatives from students to carry out what is ordered by the teacher.
- d. Students and teachers change roles to give orders and carry out orders.
- e. Teachers and students develop Vocabulary into new sentences.

Based on the statement above regarding the stages in teaching and learning activities using the Total Physical Response method, researchers can conclude that this method is taught using body language by means of educators saying commands to students in the form of Vocabulary and educators demonstrating them, then students respond physically by taking actions and utterances given by the teacher during the English learning process takes place. With the application of this method, students become motivated to learn

foreign languages, especially English. The TPR method can also create an atmosphere in the learning process that is more fun for students if the teacher can develop this method in combination with exciting games and quizzes.

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

In a teaching method or technique, of course, there are advantages and disadvantages. However, the teacher must be good at choosing methods that can be applied to the class according to the conditions of the students. According to (Fachrurrozi & Mahyudin, 2016), every method and technique in teaching English certainly has different characteristics, especially the strengths and weaknesses of the method. The following are some of the advantages of the TPR method:

- a. For students and teachers, learning a language feels more enjoyable.
- b. Students feel free and relaxed when learning takes place.
- c. Students have long-term memory for what they have learned. This is due to the empowerment of the potential of the right brain and left brain.
- e. The TPR method emphasizes language learning through understanding.
- f. This TPR method can be combined with other methods for teaching language.

Besides having advantages, the TPR method also has the following disadvantages:



- a. The rules of language are so complex that not all forms of language can be taught using commands.
- b. Some students want to avoid when asked to demonstrate the movement.
- c. The application of the TPR method requires teachers to be able to speak the target language properly and meaningfully.

Based on the statement above, each learning method definitely has its own advantages and disadvantages. However, as educators, teachers must be innovative and creative to develop learning methods in delivering teaching to students. The teacher must also be careful in choosing the proper teaching method as a teaching technique.

## **2.2 Vocabulary**

### **2.2.1 Definition of Vocabulary**

Vocabulary is a collection of words that can be understood or used by someone to communicate. According to (Zaifa, 2019) states, that vocabulary is the total number of word in one language. Vocabulary will continue to develop along with increasingly complex situation.

Based on some of the definitions above, adequate vocabulary mastery is needed for good language learning. Someone must have sufficient Vocabulary to be able to understand what they read, hear, say, and write so that other people can understand it and can convey the meaning or purpose of that person. Enough Vocabulary to be able to speak fluently, write accurately and understand what they read and hear. Vocabulary is an essential element in

learning languages, including English. The junior high school stage is the proper essential step for learning foreign language vocabulary, especially learning English (Nugrahani, 2020)

### **2.2.2. Kinds of Vocabulary**

Based on the opinion of (Evelyn Hatch, 1995), Vocabulary is divided into two types :

a. Productive vocabulary

A word that children understand, can pronounce correctly and can use effectively in speaking and writing is known as a productive vocabulary.

b. Receptive vocabulary

Vocabulary consisting of words that students can recognize and understand when used in context but cannot be produced accurately can be called receptive Vocabulary.

Meanwhile, (Jo Ann Aebersold, 1997) divide Vocabulary into two parts, including:

c. Active vocabulary

All of the words that students use during a lesson or other events in later sessions are considered active Vocabulary. Although it is more challenging to put into practice, this term is referred to as productive Vocabulary when employed in speaking or writing effectively, which means that in order to employ a productive vocabulary, students must comprehend and be able to use the grammar of the target language. They must also be familiar with

collocations and cognate meanings of terms. Moreover, speaking and writing skills frequently use this kind of.

d. Passive vocabulary

Every phrase a student hears or reads counts as passive Vocabulary. It refers to words that may be identified and understood when reading or listening, also known as receptive Vocabulary.

### **2.2.3 Function of Vocabulary**

The word “use “ can refer to a purpose or an advantage. As a result of the definition given above, we may conclude that vocabulary usage is the purpose or application of words in a language. It implies that when we speak, we should understand the purpose or application of the words in our vocabulary since this will help us comprehend the new language we are learning.

Furthermore, vocabulary is essential to the way language is used as well as the system. The words we say are written down and arranged into sentences and other grammatical structures. Words are also what common people consider to be language. Because they are more accessible, more accurately reflect the entire culture, and react to societal changes more swiftly than another aspect of language (Ahmad, 2014).

Knowing a lot of the vocabulary gives you the power to receive lots of words. By learning and using vocabulary, we may understand what words imply in different situations. It can also help us avoid errors when using dictionaries to identify languages and direct us when comparing the second language to the native tongue.

#### **2.2.4 How to Teach Vocabulary**

The foundation of communication is vocabulary. People won't be able to join in the conversation if they are unable to understand the meaning of the important terms used to address them. They must be able to develop words that convey their meaning if they want to express thoughts or ask for information.

Thus learning vocabulary is essential to be proficient in a second or foreign language. It is planned that teachers will use certain approaches when teaching vocabulary to help students become comfortable with the material. So they can learn new words more quickly. The strategies work not only to make it easier for children to understand new terms but also to mix up the teaching methods to prevent monotony. Here are some ways that can be used to teach vocabulary according to (Spahr, 2018):

a. Pictures

Teacher certainly need pictures for teaching techniques, because the picture can applied in various ways. Through media images, the teacher can explain the meaning of vocabulary in the picture. The whiteboard or blackboard, or magazine images, and then the instructor may bring in a wall picture showing to students that could be used for introducing the meaning of the lesson.

b. Mimes, actions, and gestures

It is frequently impossible to convey the meaning of words and syntax through real-world examples or visuals. Mime is perhaps a better way to explain a certain activity. The teacher gestures backward over his

shoulder to indicate the past is being discussed. Gestures can be used to explain words like “from, to”, etc.

a. Contrast

When a visual element is insufficient to convey meaning, contrast might be utilized.

b. Enumerations

The word “fruits” is difficult to describe visually. However, if the teacher makes a list and describes several fruits, the meaning is clearer, regarding which fruits are meant.

c. Explanation

Explaining in detail can provide information to someone so that someone knows the meaning of the vocabulary. such as providing information about how the vocabulary can be used.

d. Translation

The translation is often done in learning a foreign language. But this is an ancient technique. It is clear that if the teacher always translates word for word this will hamper student learning because they only want to hear and use the target language, not their language.

### **2.2.5 Problem in Teaching Vocabulary**

Vocabulary is one of the English sub skills that became a required subject in Junior High School, students must acquire it. Learning vocabulary involves remembering the words that one understands as well as a large number of others.

According to (Thornbury, 2004) learning is remembering. Keeping in mind the meaning of a term, its purpose, and how it was used to communicate with others both orally and in writing or applying a word when speaking, listening, reading, and writing. The above-mentioned explanation will give students fresh vocabulary learning experiences and aid in their ability to retain English words by hand, body, visual or auditory. And others. Therefore, the teacher will help students to achieve the goal of learning a foreign language by presenting clear vocabulary to students, which will be focused on knowing words, remembering words, and using words. Thornbury mentions some factors that make learning difficulties of vocabulary:

a. Pronunciation

Learning words that are challenging to pronounce are more difficult to learn. Many students discover that words with consonant clusters like strength, or breakfast are equally challenging.

b. Spelling

Errors in spelling and pronunciation can occur when words like honest, muscle, listen, and headache, are used incorrectly.

c. Length and complexity

Students may find it challenging if polysyllabic words with variable stress are used, such as those from the necessary, necessity, and necessarily word family.

d. Grammar

Students are having trouble with the word's accompanying grammar as well. Particularly, the word is distinct from their tongue.

They must, for instance, keep in my whether a verb like enjoy, love or hope is followed by an infinitive or –ing form can add.

e. Meaning

Confusion often occurs when encountering words that have overlapping meanings such as the words "make" and do.

f. Range, connotation, and idiomatic

Connotations can also cause problems in learning vocabulary, such as negative connotation propaganda in English. Another thing that makes it difficult to learn vocabulary is idiomatic. Many students experience difficulties in learning the meaning of idioms.

### **2.3 Vocabulary Mastery**

Vocabulary mastery means that students should understand the vocabularies that include its meaning, the spoken and written forms, the words' origin, grammatical behavior, the opposition words, the associations of the words, and also the word frequency (Jannah et al., 2020).

Vocabulary mastery is important for languages learners in learning the whole language. (Astuti, 2016) stated that when students build vocabulary mastery, they can more effectively communicate their ideas, knowledge and voice. When learners try to develop their vocabulary mastery, their thinking and understanding of speaking will improve. Then they can communicate effectively.

Vocabulary and mastery are parts of set in learning vocabulary. Mastery is clearly shown by learners' ability in expressing vocabulary that known with understanding. It is also shown by their ability of making sentences using

vocabulary. Vocabulary mastery is purposed of learning vocabulary, because when learners mastery vocabulary they are able to use it in daily life. In order to communicate well in a foreign language, students should acquire an adequate number of words and should know how to use them accurately. Vocabulary is one of English sub skills that must be taught to the students, because vocabulary has an important role for a language skills. (Soares, 2015) stated that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. In order words, the first things that has to be mastered by language learners in learning languages is vocabulary.

Most students are taught not to memorize vocabulary, usually if it is taught by appropriate methods, the students will easily receive a lesson. For example, the more often a word is successfully retrieved from memory. Learning vocabulary through games has attained a lot of attention.

### **2.3.1 Level vocabulary mastery**

According to (Jannah et al, 2020) there are some levels of words mastery in vocabulary learning.

- a. Full mastery, which means that the students have a good ability to produce word in writing and speaking.
- b. How students understand context of words in a reading text. Based on the explanation above, it can be concluded that vocabulary mastery is very essential to master and improve students' language skills such us listening, reading, writing, and speaking by practicing and memorizing the vocabulary through a small group discussion inside or outside the school.



Table 2.1 Previous Study

No	Author	Equation	Distinction	Novelty
1.	(Syarifuddi n Dullah 2017),	a. Examine the TPR method for learning english.  b. Subject that use same level ( junior high school)	a. Method that use is Classroom m action research.  b. Research Location at SMPN 1 Parepare.  c. Focus learning to improve motivati on students.	The first, level of application of the method where in previous research the method was applied to the children's and high school levels, therefore in this research the method will apply to junior high.  The second is from the previous research design using CAR (Class Action Research), while in this study
2.	(Suryaningr um, 2018)	a. Examine the TPR method for learning english.	a. Research Location at SMA	uses a research design in the form of an experiment.  The third difference

		<p>b. Research method that used is the same experimental method (but this research use pre-experimental ).</p>	<p>PSKD Depok.</p> <p>b. Focus on improving speaking</p> <p>c. Ability of students.</p> <p>d. Subject that used is Senior high school level.</p>	<p>is that in previous research it was applied to students with special needs and in this research, it will apply to normal students at the junior high school level. The fourth difference is in the subject and place of research because not all applications of these methods to</p>
3.	(Gusmulina, 2018)	<p>a. Examine the TPR method for learning english.</p>	<p>b. Subject that used students with special needs.</p> <p>c. Method that used is</p>	<p>other subjects and places can produce the same results, but certainly have differences.</p>

			qualitative method.	
4.	(Malik, 2021)	a. Examine the TPR method for learning english.	b. Focus learning on improve speaking achievement. c. Subject that used vocational students. d. Method that used Classroom action Research .	

## **CHAPTER III**

### **METHODOLOGY**

In this section, the researcher will discuss the research methodology, including the following: research design, population and subject of the research, time and setting of the research, research variable, research instrument, validity and reliability, data collection, procedure of the research, and analysis of the data.

#### **3.1 Research Design**

This research used experimental approach (quantitative) with the design quasi-experimental design. The experimental approach is a way that can be used to find the effect of specific treatments on other variables under controllable conditions (Sugiyono, 2016). This research aims to examine phenomena or social facts through the elaboration of several variables related to the problem used to examine specific populations and samples. The researcher chosen quasi experimental based on the difficulty of controlling all external variables that influence the implementation of the experiment. A quasi-experimental design is divided into two forms, namely series design and nonequivalent control group design.

This research will be done using a nonequivalent control group design in which a group of subjects was taken from a specific population to be pre-tested and given treatment. This design uses one experimental group and one control group (comparison group). An experimental study examines how the systematic manipulation of one variable on another variable affects that other variable. The experimental treatment or independent variable is referred to as the manipulated variable (Fadillah, 2011). In this design, the comparison group (control variable)

was not given treatment as a comparison with the experimental group that was given the treatment. At the end of the research, the results of the two groups will be compared by the researcher.

In this design, the experimental group and the control group were not randomly selected. According to (Sugiyono, 2016) that the nonequivalent control group design is described as follows:

<b>Group</b>	<b>Pre-Test</b>	<b>Treatment</b>	<b>Post-Test</b>
Experiment	Y1	X	Y2
Control	Y1	-	Y2

*Table 3.1. Research Design*

Described as:

Experiment : a group that is given a treatment

Control : group without being given treatment

X : treatment

- : without treatment

Y1 : before being given experimental class treatment or control group

Y2 : after being given the experimental class treatment

In the table above it is explain that the model of quasi-experimental research with Y1 in the experimental class is students who are given a pre-test at the beginning before being given treatment by the researcher. While the X mark in the experimental class is the provision of treatment using the TPR method during the study. While the Y2 mark in the experimental class is the post-test given after the

treatment is given to the experimental class. In the control class, the Y1 mark was pre-tested at the start of the study. Whereas the control class was not given treatment during the research, but they were still given teaching material using conventional methods that had been applied to the school. while the Y2 mark in the control class is a post-test after being taught using conventional methods. From the administration of the pre-test, treatment, and post-test, the data will be processed, and conclusions drawn by the researcher, whether the application of the Total Physical Response method to MTs Al-Munawaroh students are effective or not.

### **3.2 Population and Sample of Research**

According to (Dr.Sugiyono, 1997), the population is not just the number of objects or subjects but the overall elements, characteristics or generalization areas that have their own quantity and characteristics for a researcher. Then from this, the researcher can draw conclusions about the results obtained. The population is significant to help researchers get the desired results. The population in this research were all students of MTs Al- Munawwaroh for the 2022/2023 academic year.

From the large population, a portion is taken to be used as a sample. The sample is part of the population taken for research (Darmawan, 2014). This sample is determined by the researcher based on several considerations (time, problems, hypotheses, methods, to become the selected data source from the results of his research. Sampling from members of the population must be predetermined procedures so that it can be used to carry out the population. Samples are usually used because the large number population is too large, so researcher need help studying all of them.

The sampling technique in this research will use non-probability sampling technique. Non-probability sampling (no chance sample) is a sampling technique that provides a different opportunity for each population to be used as a research sample. The sample in the research was selected based on the goals and needs of the researcher in taking the sample using a saturated sample technique. Saturated sampling is a sample selection technique when all members of the population are sampled in the research (Sugiyono, 2016). The researcher took the overall sample from the total population because the total population is less than 100 people. The sample consisted of 2 classes, namely class VIII A and VIII B. The distribution of the samples for the two classes was class VIII A as the control class and class VIII B as the experimental class. Sampling with this technique aims to make generalizations with minimal errors.

### **3.3 Research Variable**

According to (Dr.Sugiyono, 2011), the variable is a phenomenon of symptoms found to be the focus of research. There are two variables in this study, namely, the dependent variable and the independent variable. The dependent variable is usually symbolized by the variable "Y", and the independent variable is usually symbolized by the variable "x". An Independent variable is a stimulus that influences and can cause changes in other variables. The independent variable is a variable called the output variable, which is a variable that is influenced by other variables, or this variable is not independent (Muslich Anshori, 2009).

1. The independent variable in this research is the Total Physical Response method.
2. The dependent variable in this research is vocabulary mastery.

### 3.4 Research Instrument

In supporting the data collection process and obtaining the desired data, this study use an instrument in the form of a test and questionnaire. The instrument test use to measure students' ability to learn Vocabulary using the Total Physical Response method.

#### 3.4.1 Test

The test instrument is in the form of pre-test and post-test questions. The instrument in this research use 20 multiple-choice items. The instrument for the test method is in the form of formative tests in the form of multiple choice questions.

The design of the research instrument grid is as follows:

Basic Competent	Indicator	Material/ aspect	Doma- in	Items Program	
				No Item	No Question
To express past events with short functional and very simple text with pay attention in social functions, generic structure of the text and elements of the language correctly	Students identify word meaning of some vocabulary	Word meaning	C2		
	Students identify antonym of some vocabulary	Verb	C2		



and it can be used in the real context.	Students identify synonym of some vocabulary	Verb	C2		
--	--	------	----	--	--

*Table 3.2 Description of the Instrument Item*

### **3.5 Validity and Reliability**

#### **3.5.1. Validity**

According to Nunnally in (Winarto, 2018), an instrument that already has good validity (accuracy) "if the instrument really measures what it is supposed to measure". The research results are valid if there is a similarity between the data collected and the data that actually occurs in the object under research. The following are some of the validity used in the research:

##### **a. Instrument Validity**

Instrument validity is the degree of closeness of the measurement results to the actual situation (truth), not a matter of entirely right or completely wrong.

##### **b. Content Validity**

Content validity usually compares instrument items with instrument specifications (grids) which are descriptions of the aspects to be measured.

##### **c. Criteria Validity**

Criteria of validity are used to indicate how well an instrument can predict future performance or estimate current performance. Measurements at present or in the future are carried out using other instruments.

d. Construct validity

Validity used to measure research instruments that will be tested on aspects that will be tested in obtaining valid data or not. Validity is said to be accurate if it gives an overview of the measured variable desired by the measurement objective. The validity of the questions is used to determine the validity of the questions to be tested. In testing the validity of multiple choice items using point biserial correlations as follows:

$$r_{pbi} = \frac{Mp - Mt}{St} \sqrt{\frac{p}{q}}$$

Described as :

$r_{pbi}$  : Point biserial correlation coefficient

$Mp$  : The average score that answered correctly on the item

$Mt$  : The average total score

$St$  : Standard deviation of the total score

$p$  : The proportion of students who answered correctly for each item

$$p = \frac{\text{the number of students who answered correctly}}{\text{total number of students}}$$

$q$  : Proportion of students who answered incorrectly on each item

$$(q = 1 - p)$$

To interpret the correlation value obtained is to look at the r product moment value table. If the value of  $r_{count} > r_{table}$  then the item is declared valid. (Arikunto, 2013).

After r count is compared with r table (r-point biserial with a significance level of 5% if  $r_{count} > r_{table}$  then the item is said to be valid. In this study, researchers used Excel to test the validity of the items. Validity and reliability tests were carried

out to find out whether the question is valid or invalid. The basis for validation decision making is if the person correlation value is greater than the r table value ( $r_{\text{count}} > r_{\text{table}}$ ) for a significance level of 5%, namely 0,4438. The significance level is known to be 0,4438 from the r value table the moment product which shows if  $N = 20$  then  $r_{\text{table}} = 0,4438$ . The results of the instrument validity test are as follows.

<b>Question number</b>	<b>r count (pre-test)</b>	<b>r hitung (post-test)</b>	<b>r table 5%</b>	<b>Information</b>
1	0,6142	0,5518	0,4438	Valid
2	0,4800	0,5064	0,4438	Valid
3	0,4752	0,5128	0,4438	Valid
4	0,4752	0,5725	0,4438	Valid
5	0,5633	0,4450	0,4438	Valid
6	0,5184	0,5428	0,4438	Valid
7	0,4706	0,4479	0,4438	Valid
8	0,5550	0,5871	0,4438	Valid
9	0,5436	0,4636	0,4438	Valid
10	0,4912	0,5565	0,4438	Valid
11	0,6638	0,5093	0,4438	Valid

12	0,4453	0,5128	0,4438	Valid
13	0,5043	0,4636	0,4438	Valid
14	0,4453	0,5164	0,4438	Valid
15	0,5704	0,5565	0,4438	Valid
16	0,5239	0,4457	0,4438	Valid
17	0,5550	0,5824	0,4438	Valid
18	0,5436	0,4457	0,4438	Valid
19	0,5632	0,5128	0,4438	Valid
20	0,5575	0,5565	0,4438	Valid

*Table 3.3 Result of Validity Pre-test and Post-test*

### 3.5.2 Reliability

Reliability testing is used to determine whether the data collection tool shows the level of accuracy, strength, stability, or consistency of the tool in expressing specific symptoms from groups of individuals; this test can be carried out at different times.

According to (Sudjana, 2002), to determine the reliability of multiple choice questions in this research instrument, the following formula is used KR-21:

$$r_i = \left( \frac{k}{k-1} \right) \left( 1 - \frac{p(k-p)}{k\sigma^2 t} \right)$$

Described as :

$r_{11}$  : instrument reliability

$p$  : average score

$k$  : the number of question

$\sigma^2_t$  : total variance

<b>r11</b>	<b>Information</b>
< 0,20	Very low reliability
0,20 – 0,40	Low reliability
0,40 – 0,70	Current reliability
0,70 – 0,90	High reliability
0,90 – 1,00	Very high reliability

*Table 3.4 Reliability Index*

An instrument said to be reliable if it obtains  $r_{count} > r_{table}$ . In this research. Researchers used the Cronbach's Alpha method with SPSS 27 to test the question items. An instrument is said to be reliable if the Cronbach's Alpha coefficient value is more than 0.60. The following are the results of reliability testing using Cronbach's Alpha:

<b>Reliability Statistics</b>	
Cronbach's Alpha	N of Items
.865	20

*Table 3.5 Reliability Result of Instrument*

Based on the result on the table above, 20 question items are confirmed as reliable instrument. Following the interpretation of correlation coefficient values

0,865 has a high reliability level. Therefore, it can be conclude that 20 question items are reliable as research instrument.

### **3.6 Data Collection**

After doing the research, the researcher will obtain data to be collected and processed. The data collection techniques will use in this study are as follows:

#### **3.6.1 Observation**

Observations are used to determine the state of the student learning environment at school. Observation can help researcher before conducting research. The researcher will make observations by making direct observations at schools regarding the process of teaching and learning English at MTs Al- Munawwaroh. Indicators in the implementation of observations in schools are as follows:

- a. Seeing and observing the condition of the school directly, for example, regarding the availability of learning support facilities and infrastructure, such as buildings, laboratories, student activity buildings etc.
- b. Seeing and observing the learning process in the classroom, such as models, learning resources and student activity in the teaching and learning process in class.

#### **3.6.2 Documentation**

All data related to essential documents related to these schools and data in a textual form about the English teacher's preparation for teaching were obtained through documentation. All relevant data is carefully collected from all school documents and checked.

Instrument documentation will be prepared before teaching begins. Documentation instruments can be in the form of teacher lesson plans for each meeting, the internet, etc.

### 3.6.3 Test

One of the data collection techniques in this research is a test. The test was carried out to measure the influence and success of applying the TPR method for learning vocabulary. This test will be given to two groups, namely the experimental group and the control group. The test was carried out twice. The first (pre-test) is carried out before giving treatment with the aim of knowing the initial abilities of students before being given treatment by the researcher. While the second is (the post-test) which is given after being given treatment. The purpose of the post-test was to find out that there were significant differences between the control and experimental classes regarding the ability to master English vocabulary after being given treatment. Here are the stage in data collection through a test:

#### a. Pre-Test Stage

At the pre-test stage, an initial measurement is carried out to determine the initial ability level of students before being given treatment. At this stage, the two classes (experimental class and control class) took a test regarding English vocabulary skills. The material given to test takers is adjusted to their learning books.

#### b. Experimental Stages (giving treatment)

At this experimental stage, the researcher gave treatment to students who were considered to have the same vocabulary skills in learning English. The experimental class was given treatment using the Total Physical

Response method. The control class was given treatment using conventional methods with the same material and at the same time.

#### c. Post-Experimental Stage

At the final stage of the research process. At this stage, a post-test will be given to the experimental class and the control class to find out how the student's abilities are affected after being given treatment using the Total Physical Response method. Apart from that, giving a post-test was also carried out to find out the effectiveness of using the TPR method in learning English, significantly improving students' vocabulary understanding.

### **3.7 Analysis of the Data**

In data collection, the technique used by the researcher is in the form of a test (pre-test-post test). After the researcher collects data from the sample, the next step the researcher can take is how to analyze the data and process it into the results of the research. Data processing is necessary because the purpose and analysis of data are to compile and interpret data that researcher have obtained from a study (Winarto, 2018).

Data analysis in this research will present descriptive and statistical data. Descriptive analysis is used to describe or describe data from each variable to make it easier to understand. Descriptive analysis is not intended to measure a hypothesis but describes the actual condition of a variable. (Dr.Sugiyono, 1997) explained that descriptive statistics is a method for analyzing data from research results but not used to make general conclusions.

This research is a quantitative study with the type of actual experiment research; then the data analysis will present statistically, namely the t-test (T-test)



or paired sample t-Test. However, beforehand prerequisite tests will be carried out, namely the normality test and homogeneity test.

### 3.8.1 Normality Test

The normality test is a way to find out whether the value data obtained from students in the experimental class and the control class usually are distributed or not. This normality test uses the SPSS 22 program, namely the Kolmogorof-Smirnov. The data is expected or cannot be seen in the SPSS Test of Normality output table by looking at the significant level. The decision rule is that if the Sig value > 0.05 then the data is declared normally distributed.

### 3.8.2 N-Gain Score

To determine the difference in average pre-test and post-test scores between the experimental group and the control group, the researchers used the N-Gain Score test which aims to determine the effectiveness of using certain treatments in the two groups. This test calculates the difference between the pre-test and post-test scores. In the data analysis method, researchers used SPSS 27. The formula for the N-Gain Score Test is as follows:

$$N - Gain Score = \frac{Posttest\ score - Pretestscore}{Ideal\ score - Pretest\ Score}$$

### 3.8.1 Hypothesis Test

After carrying out the normality test and N-gain score test and the data obtained is normally distributed, the next stage will be hypothesis testing. The data analysis technique used in this study is quantitative data analysis using the t-test. Test this hypothesis using independent sample t-test with the aim of this test is to see whether there is a difference in the level of achievement of results between the control class and the experimental class. The t-test formula used to test the hypothesis is as follows :

$$t = \frac{X_1 - X_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

Described as :

$t$  : t-test coefficient

$X_1$  : the average value of the experimental group

$X_2$  : the average value of the control group

$S^2$  : experimental group variance

$n_1$  : the number of subjects in the experimental group

$n_2$  : the number of subjects in the control group

The results of data calculations with the t-test formula will be consulted in the table at a significance level of  $\alpha = 0.05$ . If Sig.(2-tailed) value  $< \alpha$  value it can be conclude  $H_a$  is accepted. If  $t_{\text{count}} > t_{\text{table}}$ , it can be concluded that there is influence in the use of the Total Physical Response method in learning English for students' vocabulary skills at MTs Al-Munawwaroh.

## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter presents about research findings and discussion. Research finding including data description, treatment, normality testing, n-gain score, and hypothesis testing.

#### 4.1 Research Findings

In finding several research finding data at MTs Al-Munawaroh Pandanmulyo with class VIII subjects, the researcher used a research instrument to conduct the research in the form of multiple choice questions. These findings provide an overview of the results of students' vocabulary comprehension scores obtained through pre-test scores and post-test scores using data analysis techniques to ensure systematic results. Pre-test and post-test scores were taken to test the significance and test the hypothesis. Researcher used the normality test, homogeneity, and hypothesis testing, namely the independent sample t-test.

##### 4.1.1 The Descriptive of Pre-Test Score

The pre-test activity was carried out on June 30, 2023. In this activity, students were given 20 questions individually. In one class there were 20 students as a sample who filled out the pre-test questions. The purpose of giving the pre-test was to find out students' initial vocabulary skills before being given treatment by the researcher. Results of the pre-test can be seen in the table below.

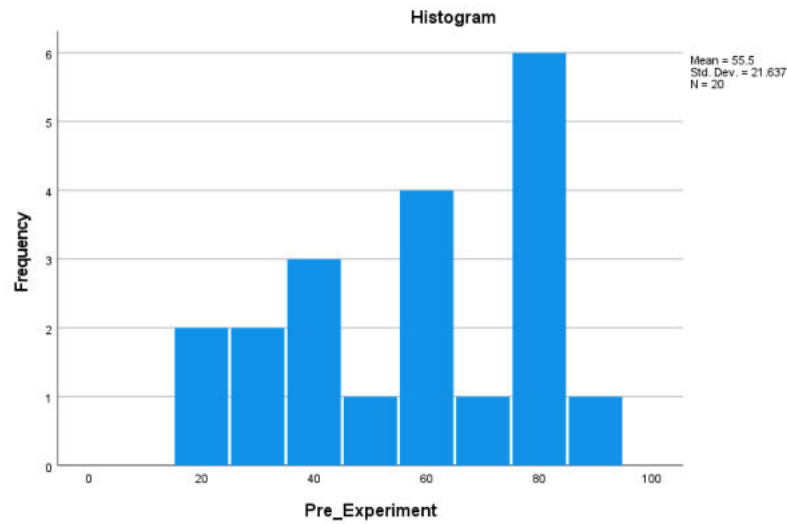
No	Initial Name	Score
1	ACPSN	60
2	ABA	75

3	AP	40
4	DS	70
5	DPIA	75
6	DRF	50
7	IBP	55
8	IR	40
9	MAF	35
10	MBA	80
11	MDB	60
12	MAA	60
13	MMS	30
14	MNW	20
15	MAR	25
16	NM	80
17	NU	75
18	PA	75
19	RLA	20
20	ZHS	85

*Table 4.1 Result of Pre-Test*

The table above show the results of the class VIII B pre-test at MTs Al-Munawwaroh before being given treatment. From the table, it can be seen that the student with the lowest score was 20 and the student with the highest score was 85. Researcher used SPSS.27 to analyze descriptive data from students' pre-test scores.

Below a histogram graphic regarding the pre-test scores of experimental class students.



*Table 4.1 Histogram Chart Pre-test Score*

According to the histogram graphic above, it can be seen that the frequency of distribution of student scores starts from the lowest score to the highest score. For students who scored below 50 there were 7 students. In the score between 50-60 range there were 4 students, in the 60-70 range there were 3 students, in the 70-80 range there were 3 students, and students who scored above 80 were 6 students. Based on the graph above, it can be concluded that there are 12 students who scored below 80 and as 8 students who scored above 80. Passing Grade students' scores in this test were 80, it can be concluded that there were 12 students with scores below Passing Grade. The following is a descriptive table of students' pre-test scores.

## Statistics

Pre\_Experiment

N	Valid	20
	Missing	0
Mean		55.50
Std. Error of Mean		4.838
Median		60.00
Mode		75
Std. Deviation		21.637
Variance		468.158
Range		65
Minimum		20
Maximum		85
Sum		1110

*Table 4.2 Descriptive Statistic of Pre-test*

According to the table 4.2 Show the value of the pre-test results of class VIII students as many as 20 students. The table shows that the mean score for the pre-test items is 55.50, so the median value is 60.00. In the results of this test the value that often appears is 75. The minimum score obtained by students in the pre-test is 20 while the maximum score in the pre-test is 85. The standard deviation value is 21,637. The standard error is an error that describes how much the sample will change if the research uses a new sample in a single population. According to the

table it can be seen that the standard deviation value is 21,637 which is smaller than the average pre-test score of 55,50. Therefore it can be concluded that the pre-test score data has good data quality. After knowing the list of students' pre-test scores, the next step is that the researcher will provide treatment to 20 students in class VIII B by applying the Total Physical Response method. At the end of the study, students will be given a post-test to find out if there is an increase or decrease in grades after being given a treatment by the researcher.

#### 4.1.2 The Descriptive of Treatment

During the treatment, the researcher did not only focus on the Total Physical response method, but the researcher also combined it with games suitable for this method, such as guessing the style. Based on the teaching of the Total Physical Response method, the basis for learning using this method is motor activity through gestures and speech. Researcher also teach how to pronounce the vocabulary with the correct pronunciation. Students are allowed to perform the movements ordered by the researcher. After students master the learning material, students can give orders to other students to make movements. The atmosphere in the class became more exciting when researcher and students gave orders to each other and carried out these orders through body movement activities. This situation can arouse students' interest and motivation in learning English. In addition, these activities can also change the mindset of students that learning and memorizing English vocabulary is easy and fun.

#### 4.1.3 The Descriptive of Post-Test Score

The post-test activity was carried out on June 20, 2023. In this activity, students were given 20 questions individually in the same form as those given

during the pre-test. In one class there were 20 students as a sample who filled out the post-test questions. The purpose of giving the post-test was to find out the students' English vocabulary skills after being given treatment by the researcher.

The results of the post-test can be seen in the table below.

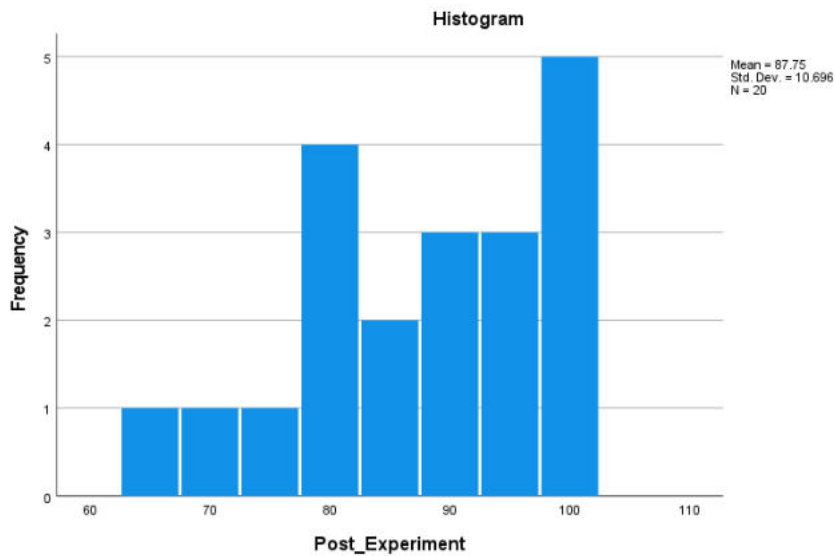
No	Initial Name	Score
1	ACPSN	95
2	ABA	90
3	AP	95
4	DS	100
5	DPIA	90
6	DRF	80
7	IBP	85
8	IR	75
9	MAF	65
10	MBA	100
11	MDB	85
12	MAA	100
13	MMS	70
14	MNW	80
15	MAR	80
16	NM	100
17	NU	90
18	PA	95



19	RLA	80
20	ZHS	100

*Table 4.3 Result of Post-Test*

The table above shows the results of the class VIII B post-test at MTs Al-Munawwaroh before being given treatment. From the table above, it can be seen that the student with the lowest score was 75 and the student with the highest score was 100. Researcher used SPSS.27 to analyze descriptive data from students' post-test scores. Below you can find a histogram graph regarding the post-test scores of experimental class students.



*Table 4.2 Histogram Graphic of Post-test Score*

Based on the histogram graph above, it can be seen that the frequency of distribution of student scores starts from the lowest score to the highest score. There is 1 student who gets a score below 50. In the 60-70 range there were 2 students, in the 70-80 range there were 5 students, in the 80-90 range there were 5 students, and students who scored 90-100 were 8 students. Passing Grade of the students in this

test was 80, and there were 17 students with scores below the Passing Grade. In the following, a statistical descriptive table is presented from the acquisition of students' post-test scores.

### Statistics

Post\_Experiment

N	Valid	20
	Missing	0
Mean		87.75
Std. Error of Mean		2.392
Median		90.00
Mode		100
Std. Deviation		10.696
Variance		114.408
Range		35
Minimum		65
Maximum		100
Sum		1755

*Table 4.4 Descriptive Statistic of Post-test*

According to the table 4.4 Show the value of the post-test results of class VIII students as many as 20 students. The table shows that the mean score for the pre-test items is 87,75, so the median value is 90.00. In the results of this test the value that often appears is 100. The minimum score obtained by students in the pre-test is 65 while the maximum score in the post-test is 100. Variance refers to the

measurement of how far each value spreads from the average. From the table above it can be seen that the variance value is 114,408. The standard deviation is used to measure how far the average of each value is spread out. The standard deviation value is 10,696. Based on the table it can be seen that the standard deviation value is 10,696 which is smaller than the average post-test score of 87,75. The standard error is how much the sample means differ if the research is repeated using a new sample from a single population. From this sample the standard error is considered low because the value table shows 2,392. Therefore it can be concluded that the post-test score data has good data quality. Therefore, it will be known the difference in student scores before and after being given treatment by researcher using the Total Physical Response method.

## **4.2 Analysis of The Data**

### **4.2.1 Normality Test**

The normality test was carried out to find out whether the data is normally distributed or not. Data with normal distribution is an absolute requirement before we carry out parametric statistical analysis (paired sample t-test and independent sample t-test). In parametric statistics 2 kinds of normality tests are often used, namely the Kolmogorov Smirnov test and the Shapiro-Wilk test. The researcher used SPSS.27 to test the pretest and posttest normality of the experimental class and the control class. Below is a table of the results of the normality test with a significant level (Sig) > 0.05. The basis for concluding is as follows:

Ha = data normally distributed, if the Sig value > a (0.05)

H0 = Data is not normally distributed, if the Sig value < a (0.05)

## Tests of Normality

Kelas		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Hasil	Pre-Experiment	.166	20	.149	.913	20	.073
	Post-Experimentl	.151	20	.200*	.915	20	.080
	Pre-Control	.152	20	.200*	.952	20	.398
	Post-Control	.169	20	.139	.939	20	.227

*Table 4.5 Result of Normality Test*

Based on the normality data table above, the normality results for the pre-test for the experimental class were  $0.149 > 0.05$  and the post-test for the experimental class was  $0.200 > 0.05$ . Whereas for the control class pre-test the results were  $0.200 > 0.05$  and the control class post-test was  $0.139 > 0.05$ . From these results it can be concluded that  $H_0$  is rejected and  $H_a$  is accepted. So it can be concluded that all data is normally distributed.

### 4.2.2 Uji N-Gain Score

N-Gain (normalized gain) is used to measure the increase in vocabulary between before and after learning. This is done by calculating the difference between the pre-test scores and post-test scores.

The category of interpretation of the effectiveness of N-gain in the form of a percentage (%) is as follows:

Percentage (%)	Interpretation
< 40	Ineffective
40 – 50	less Effective
56 – 75	Effective enough
>76	Effective

Table 4.6 Category Interpretation of N-gain Effectiveness

### Descriptives N-Gain Score

Kelas		Statistic	Std. Error	
Hasil_belajar post-exsperiment	Mean	87.75	2.392	
	95% Confidence Interval for Mean	Lower Bound	82.74	
		Upper Bound	92.76	
	5% Trimmed Mean	88.33		
	Median	90.00		
	Variance	114.40		
		8		
	Std. Deviation	10.696		
	Minimum	65		

	Maximum	100	
	Range	35	
	Interquartile Range	19	
	Skewness	-.524	.512
	Kurtosis	-.619	.992
post-control	Mean	62.25	2.446
	95% Confidence Interval for Mean	Lower Bound	57.13
		Upper Bound	67.37
	5% Trimmed Mean	62.50	
	Median	60.00	
	Variance	119.67	
		1	
	Std. Deviation	10.939	
	Minimum	40	
	Maximum	80	
	Range	40	
	Interquartile Range	14	
	Skewness	-.512	.512
	Kurtosis	.031	.992

*Table 4.7 Descriptive N-Gain Score*

Group / Class	Average	Minimum Score	Maximum score
Experiment	87,75	65	100
Control	62,25	40	80

*Table 4.8 Result of N-Gain Score*

Based on the results of the N-gain test scores in the table above, it can be seen that the average N-gain score of the experimental group was 87% with a minimum score of 65% and a maximum score of 100%. Therefore it can be concluded that learning vocabulary using the Total Physical Response method is effective. Meanwhile, the average N-gain score for the control group was 62% with a minimum score of 40% and a maximum score of 80%. Therefore learning vocabulary using conventional methods is less effective.

#### 4.2.3 Result Independent Sample T-Test

After testing the N-Gain Score, the next step is to test the Independent sample t-test analysis. The independent sample t-test is included in the parametric statistical test. The independent sample t-test was used to determine whether there was a significant average difference or not between the two control groups and the experimental group and to determine the effect of the independent and dependent variables. After carrying out the normality test and the N-gain score test, the researcher will test the hypothesis using SPSS.27.

The following is the basis for making decisions on the independent sample t-test used to determine the results of the hypothesis:

1. If the value of Sig. (2-tailed) > 0.05, then H<sub>0</sub> is accepted and H<sub>a</sub> is rejected, which means that there is no difference in the average English vocabulary learning outcomes between the experimental group and the control group.

2. If the value of Sig. (2-tailed) < 0.05, then H0 is rejected and Ha is accepted, which means that there is difference in the average English vocabulary learning outcomes between the experimental group and the control group.

### Group Statistics

	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Hasil_belajar	Post_Experimen	20	87.75	10.696	2.392
	Post_Control	20	62.25	10.939	2.446

*Table 4.9 Statistic Independent Sample T-test*

Based on the statistical group output above, we can see that the amount of data on learning outcomes in the experimental group is 20 students. The average value for the experimental group is 87.75. Whereas for the control group there were 20 students with an average value of 62.25. Thus, based on descriptive statistics, it can be concluded that there is a difference in the average results of learning English vocabulary between the experimental group and the control group. The following table presents the independent sample t-test output to prove whether there is a difference or not from the results of the pre-test and post-test.

Independent Sample Test				
Levene's Test for Equality of Variances				t-test for Equality of Means
F	Sig.	T	Df	Sig. (2-tailed)



Hasil Belajar vocabulary	Equal variances assumed	.068	.796	7.454	38	<,001
	Equal variances not assumed			7.454	37.981	< ,001

*Table 4.9 Result of Independent Sample T-test*

Based on the output table above, it is known that the value of Sig. Levene's Test for Equality of Variances is  $0.796 > 0.05$ , so it can be concluded that the data variance value between the experimental group and the control group is homogeneous or the same. Based on the table above, the output of the independent sample t-test in the Equal Variances is assumed section with a Sig. (2-tailed) is less than  $0.01 < 0.05$ , then as a basis for decision-making in the independent sample t-test, it can be concluded that  $H_0$  is rejected and  $H_a$  is accepted (learning English vocabulary using the Total Physical Response method is effective compared to learning using less effective conventional methods).

### **4.3 Discussion**

Research has been conducted at MTs Al-Munawaroh in May-June 2023. In this discussion, researcher used a sampling technique using a saturated sample technique. In this discussion, the researcher used two population samples, namely class VIII A which is the control class, and class VIII B which is the experimental class. In the research that has been carried out, class VIII-B students as an experimental class with a total of 20 students are given pre-test questions and post-test questions. The pre-test questions were given before the researcher gave

treatment to students, while the post-test questions were given after the researcher gave treatment to experimental class students. To calculate and determine the relationship between two values, researcher use SPSS.27. Based on the results of the calculations that have been carried out by the researcher, there is a significant difference between the pre-test scores and post-test scores, which means that the application of the Total Physical Response method is effectively used in learning English vocabulary students.

To answer the formulation of the problem in this research, namely whether there is a significant influence on the use of the Total Physical Response method on students' vocabulary learning in learning English. So the researcher proved it with the results of the N-Gain test score and the independent sample t-test. The results of this test will generalize the research hypothesis.

Before testing the hypothesis, the researcher conducted a prerequisite test, namely the normality test to find out whether the data was normally distributed or not. To test the results of this study, the researcher used parametric analysis which aims to determine the difference in the mean of two paired samples. This analysis is used if the data is normally distributed. The calculation table above shows that the pre-test value for the experimental class on the Kolmogorov-Sminorf test is  $0.149 > 0.05$  and on the Shapiro-Wilk test is  $0.073 > 0.05$ , so the data is declared normally distributed. Whereas for the post-test value of the experimental class on the Kolmogorof Sminorv test was  $0.200 > 0.05$  and on the Shapiro-Wilk test  $0.08 > 0.05$ , the data was stated to be normally distributed.

Next, the researcher tested the N-Gain score to determine the effectiveness of using the TPR method. Based on the results of the Ngain test, the use of the TPR

method on students' English vocabulary was quite effective with an average N-gain score of the experimental group, namely 87% with a minimum score of 65% and a maximum score of 100%. Therefore it can be concluded that learning vocabulary using the Total Physical Response method is quite effective. Meanwhile, the average N-gain score for the control group was 62% with a minimum score of 40% and a maximum score of 80%.

In this research, the use of the Total Physical Response method was effective for the students' vocabulary learning outcomes in the experimental group. This is indicated by the results of the hypothesis testing received. As for the calculation of the hypothesis test in this study using the independent sample t-test. Based on the output obtained from the results of the independent sample t-test, it shows that the Sig. Levene's Test for Equality is  $0.796 > 0.05$ . From these data it can be concluded that the data variance between the experimental group and the control group is homogeneous or the same. Meanwhile, based on the results of the Independent sample t-test output on the Equal Variances assumed section, it is known that the value of Sig. (2 tailed) of less than  $0.01 < 0.05$ . From these results it can be concluded that  $H_0$  is rejected and  $H_a$  is accepted.

Based on the explanation above, it can be concluded that teaching English vocabulary through the Total Physical Response method is effective. Therefore it can be said that there is a significant difference after being given treatment through the Total Physical Response method. This is reinforced by (Richard: 2014) who also said that the Total Physical Response method is a language teaching method that uses the collaboration of speech and body movements which is an attempt to teach language through an activity. Likewise, according to (Tarigan: 1933 ), who

believes that in the TPR method, understanding and memory are obtained best through the students' body movements in answering or responding to commands in the form of imperative language.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter is divided into section that offer conclusion and suggestion based on the research findings and analysis from the preceding chapter.

#### 5.1 Conclusion

Before testing the hypothesis, the researcher conducted a prerequisite test, namely the normality test to find out whether the data was normally distributed or not. To test the results of this study, the researcher used parametric analysis which aims to determine the difference in the mean of two paired samples. This analysis is used if the data is normally distributed. The calculation table above shows that the pre-test value for the experimental class on the Kolmogorov-Sminorf test is  $0.149 > 0.05$  and on the Shapiro-Wilk test is  $0.073 > 0.05$ , so the data is declared normally distributed. Whereas for the post-test value of the experimental class on the Kolmogorof Sminorv test was  $0.200 > 0.05$  and on the Shapiro-Wilk test  $0.08 > 0.05$ , the data was stated to be normally distributed.

Furthermore, the researcher tested the N-Gain score to determine the effectiveness of using the TPR method. Based on the results of the N-gain test, the use of the TPR method on students' English vocabulary was quite effective with an average N-gain score of the experimental group, namely 87% with a minimum score of 65% and a maximum score of 100%. Therefore it can be concluded that learning vocabulary using the Total Physical Response method is quite effective. Meanwhile, the average N-gain score for the control group was 62% with a minimum score of 40% and a maximum score of 80%.

In this research, the use of the Total Physical Response method was effective for the students' vocabulary learning outcomes in the experimental group. This is indicated by the results of the hypothesis testing received. As for the calculation of the hypothesis test in this study using the independent sample t-test. Based on the output obtained from the results of the independent sample t-test, it shows that the Sig. Levene's Test for Equality is  $0.796 > 0.05$ . From these data it can be concluded that the data variance between the experimental group and the control group is homogeneous or the same. Meanwhile, based on the results of the Independent sample t-test output on the Equal Variances assumed section, it is known that the value of Sig. (2 tailed) of less than  $0.01 < 0.05$ . From these results it can be concluded that  $H_0$  is rejected and  $H_a$  is accepted.

Based on the explanation above, it can be concluded that teaching English vocabulary through the Total Physical Response method is effective. Therefore it can be said that there is a significant difference after being given treatment through the Total Physical Response method.

## **5.2 Suggestion**

After doing the research and referring to the results of the discussion above, the researcher has some suggestions. First, for teachers and schools, the application of teaching through this method can be used as an alternative for teaching and delivering material in learning English. Thus it will arouse students' enthusiasm for learning because they not only learn monotonously but students can learn while moving and talking. For the future researcher this research can conduct more in depth research regarding in different method.

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## APPENDICES

### *Appendix I Pre-test and Post-test Score*

Experiment Class				Control Class		
		Score			Score	
No	Initial Name	Pretest	Posttest	Initial Name	Pretest	Posttest
1	ACPSN	60	95	AS	45	70
2	ABA	75	90	AV	60	80
3	AP	40	95	AS	70	75
4	DS	70	100	BFA	50	55
5	DPIA	75	90	DAYP	45	70
6	DRF	50	80	MBNF	50	70
7	IBP	55	85	MVAA	55	75
8	IR	40	75	MRAP	40	60
9	MAF	35	65	MSA	55	65
10	MBA	80	100	MZA	40	40
11	MDB	60	85	MA	60	75
12	MAA	60	100	MBH	35	60
13	MMS	30	70	MAF	45	60
14	MNW	20	80	NR	55	65
15	MAR	25	80	NRP	45	60
16	NM	80	100	MRM	55	55
17	NU	75	90	MAG	40	40

18	PA	75	95	VFS	50	50
19	RLA	20	80	RARA	60	60
20	ZHS	85	100	MIA	40	60

## Appendix II Lesson Plan

### RENCANA PELAKSANAAN PEMBELAJARAN

School	: MTs Al-Munawaroh
Subject	: Bahasa Inggris
Class/ Semester	: VIII/ Genap
Main Subject	: Recount Text
Section	: 2 x 40 minutes

#### A. Kmpetensi Inti ( KI )

K1 : Appreciate and live up to the teaching of religion he adheres to.

K2 : Appreciate and appreciate honest, discipline, responsible, caring ( tolerance, mutual cooperartion), polite, self-confident behavior in interacting effectively with the social and natural environment within reach of association and existence.

K3 : Understanding knowledge ( factual, conceptual and procedural) based on curiosity about science and technology, art, cultural relate to visible phenomenon and events.

K4 : Trying, processing and presenting in the concrete realm ( using, parsing, composing, modifying, and creating ) and the abstract realm ( writing, reading, counting, drawing, composing ) according to what is learned in school and other sources from the same point of view/ theory.

#### B. Basic Competency and Indikator Pencapaian

Basic Competency	Indikator Pencapaian Kompetensi
1.1 Comparing the social function, text structure, and linguistic elements of several spoken and written personal recount text by giving and receiving information related to personal experiences in the post, short and simple according to the context of their use.	1.1.1 Comparing the social function of personal recount text 1.1.2 Identify the structure of personal recount text 1.1.3 Determine the linguistic elements of personal recount text 1.1.4 Identify the use of punctuation and spelling in personal recount text 1.1.5 Identify the main idea and explanation of personal recount text
4.1 capturing meaning contextually related to social function, text structure, and	4.1.1 Finding explicit and implied meanings related to personal recount text

linguistic elements of spoken and written recount text, very short and simple, related to personal experiences in the past. 4.2 Compose oral and written recount text, very short and simple, related to personal experiences in the past, taking into account social function, text structure, and linguistic elements, correctly and in context.	4.2.1 Perfecting the use of punctuation and spelling of personal experience text in the past. 4.2.2 make a text of personal experiences in the past. 4.2.3 share personal experiences in the past.
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C. Tujuan Pembelajaran

- Membahas kosakata dan struktur text recount
- Siswa dapat mengidentifikasi , dan menemukan makna teks recount terkait fungsi soasial, struktur text secara benar dan sesuai dengan konteks.
- Di akhir pembelajaran siswa dapat membuat teks recount sesuai dengan yang diajarkan guru.

D. Materi Pembelajaran : Recount Text

E. Metode Pembelajaran

Pendekatan : Saintifik

Model Pembelajaran : discovery learning

Methodode : TPR ( Total Physical Response)

F. Media Pembelajaran dan Sumber Belajar :

- Media : Modul pembelajaran, students worksheet, dictionary
- Alat : blackboard, chalk
- Sumber : Internet, Modul Pembelajaran

G. Kegiatan Pembelajaran

<b>Procedure</b>	<b>Alokasi Waktu</b>
<b>Pre-activity</b>	
<ul style="list-style-type: none"> <li>• Guru memberikan salam dan sapa kepada peserta didik</li> <li>• Guru mengecek kehadiran peserta didik</li> <li>• Guru meminta salah satu peserta didik untuk memimpin berdoa sebelum memulai kegiatan di kelas</li> <li>• Guru menanyakan secara singkat terkait mata pelajaran yang telah dipelajari sebelumnya</li> </ul>	10 minutes

<ul style="list-style-type: none"> <li>• Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi ice breaking</li> <li>• Guru memancing siswa terkait dengan yang akan dipelajari dengan memberikan pertanyaan mengenai apa pengalaman mengesankan dalam hidup mereka.</li> <li>• Guru memberikan gambaran terkait manfaat dan tujuan dari materi yang akan disampaikan</li> </ul>	
<b>Main activity</b>	
<ul style="list-style-type: none"> <li>• Guru menjelaskan pokok materi terkait dengan recount text</li> <li>• Siswa diminta untuk memperhatikan dan memahami materi yang diajarkan</li> <li>• Guru menanyai siswa terkait materi tersebut</li> <li>• Siswa bersama-sama diminta untuk melafalkan lalu menirukan gerakan terkait kosakata yang diucapkan oleh guru</li> <li>• Guru menunjuk siswa untuk praktik di depan kelas</li> <li>• Guru mempersilahkan siswa untuk mengerjakan soal terkait recount text</li> </ul>	60 minutes
<b>Post Activity</b>	
<ul style="list-style-type: none"> <li>• Guru mereview materi yang telah diajarkan</li> <li>• Guru memberikan motivasi kepada siswa</li> <li>• Guru memberikan informasi terkait materi selanjutnya</li> <li>• Guru mengakhiri pembelajaran dan mengucapkan salam</li> </ul>	10 minutes

#### H. Assesment

- Penilaian Pengetahuan : berupa test tulis pilihan ganda  

$$\frac{\text{Jumlah jawaban benar} \times 100}{\text{Jumlah soal}}$$
- Penilaian Sikap : kesopanan, ketelitian
- Keterampilan : cara siswa memperagakan bagaimana gerakan yang baik dan benar untuk memperagakan kosakata.

*Appendix III Pre-test Question Sheet*

**PRE –TEST**

**AL - MUNAWAROH ISLAMIC JUNIOR HIGH SCHOOL**

**Choose your best answer by crossing a,b,c,d !**

1. The floor is dirty.  
My mother said : “.....the floor !”
  - a. Sweep
  - b. Burn
  - c. throw
  - d. play on
2. I lock the door, then turn off the lamp.  
What the meaning underline word ?
  - a. Mematikan
  - b. Menghidupkan
  - c. menutup
  - d. mengunci
3. Your teacher demonstration a small running motion.  
What did your teacher do ?
  - a. Flying
  - b. jogging
  - c. walking
  - d. running
4. Today we are English test.  
The teacher said :”.....”
  - a. Don’t make mistake
  - b. Don’t be noisy
  - c. Don’t cheating
  - d. Don’t bother your friend
5. Your friend make a mistake  
He said :”.....”
  - a. Take me, please!
  - b. Help me, please !
  - c. ask me, please !
  - d. forgive me, please !
6. “Aku membeli bahan kue di pasar ?”  
What the meaning English the underline word ?
  - a. Looking for
  - b. Buying
  - c. seein
  - d. paying
7. “Temanku berteriak saat ku injak kakinya”  
What the meaning English the underline word ?
  - a. Shout
  - b. Whispered
  - c. converse
  - d. whistle
8. Dita wearing jacket and hugging her body was at the top.  
What the happened to Dita?
  - a. Too hot
  - b. Poisoning
  - c. starving
  - d. freezing
9. Rayn took the camera for.... View of the surrounding.  
What did Rayn do ?

- a. Daydream                      c. take a picture  
b. Take a shower                d. enjoy the moment
10. Mark threw a volleyball at Rio.  
What the meaning of the underline word ?  
a. Menangkap                    c. melempar  
b. Mencari                        d. menggali
11. Tina want to ride the canoe on the lake, so what should Tina do with the canoe .....
- a. Push                              c. pull  
b. row                                d. raise
12. When your friends meet you on the street, what will you do ?...
- a. greet him                        c. kick him out  
b. snapped at him                d. hit him
13. Smooth – mix – the – all - and – ingredients – stir – until  
1      2      3      4      5      6      7      8  
Arrange the words into a complete sentence!  
a. 7-8-1-5-2-4-3-6                c. 2-4-5-7-8-6-1-3  
b. 7-8-2-5-4-6-3-6                d. 2-4-3-6-5-7-8-1
14. We – cooking – up – to – warm – and – drinking – wait – for - some – food - the –  
1      2      3      4      5      6      7      8      9      10      11  
12  
sunrise – while – coffe  
13      14      15  
Arrange the words into a complete sentence!  
a. 1-8-9-2-10-11-6-7-12-15-4-5-3-14-13  
b. 1-8-15-9-7-14-2-10-11-6-3-4-5-12-13  
c. 1-8-9-12-13-14-2-10-11-6-7-15-4-5-3  
d. 1-8-9-12-13-14-2-5-7-15-3-5-4-10-11
15. “Ara pat the mosquito on her cheeks”.  
What is the similar meaning of the underline word ?  
a. Bite                                c. clap  
b. Pinch                              d. push
16. “I brush my teeth three times a day”.  
What is the similar meaning of the underline word ?  
a. Pick                                c. scrub  
b. Wipe                                d. bite
17. “ I breathe fresh air in a village that is still beautiful”.  
What is the similar meaning of the underline word ?  
a. chew                                c. expire  
b. taste                                d. inhale
18. What is the opposite meaning of the word “ take off “ ?  
a. Wear                                c. waste



- b. Wash
  - d. pick up
19. What is the opposite meaning of the word “ hot “ ?
- a. Cozy
  - c. warm
  - b. Freezing
  - d. burning
20. What is the meaning English of the word “ mendorong”?
- a. Pull
  - c. throw
  - b. Catch
  - d. push

*Appendix IV Post-test Question Sheet*

**POST –TEST**

**AL - MUNAWAROH ISLAMIC JUNIOR HIGH SCHOOL**

**Choose your best answer by crossing a,b,c,d !**

21. The floor is dirty.  
My mother said : “.....the floor !”
- |          |            |
|----------|------------|
| c. Sweep | c. throw   |
| d. Burn  | d. play on |
22. I lock the door, then turn off the lamp.  
What the meaning underline word ?
- |                 |             |
|-----------------|-------------|
| c. Mematikan    | c. menutup  |
| d. Menghidupkan | d. mengunci |
23. Your teacher demonstration a small running motion.  
What did your teacher do ?
- |            |            |
|------------|------------|
| c. Flying  | c. walking |
| d. jogging | d. running |
24. Today we are English test.  
The teacher said :”.....
- |                             |
|-----------------------------|
| e. Don't make mistake       |
| f. Don't be noisy           |
| g. Don't cheating           |
| h. Don't bother your friend |
25. Your friend make a mistake  
He said :”.....
- |                      |                         |
|----------------------|-------------------------|
| c. Take me, please!  | c. ask me, please !     |
| d. Help me, please ! | d. forgive me, please ! |
26. “Aku membeli bahan kue di pasar ?”  
What the meaning English the underline word ?
- |                |           |
|----------------|-----------|
| c. Looking for | c. seein  |
| d. Buying      | d. paying |
27. “Temanku berteriak saat ku injak kakinya”  
What the meaning English the underline word ?
- |              |             |
|--------------|-------------|
| c. Shout     | c. converse |
| d. Whispered | d. whistle  |
28. Dita wearing jacket and hugging her body was at the top.  
What the happened to Dita?
- |              |             |
|--------------|-------------|
| c. Too hot   | c. starving |
| d. Poisoning | d. freezing |

29. Rayn took the camera for.... View of the surrounding.  
What did Rayn do ?
- c. Daydream                      c. take a picture  
d. Take a shower                d. enjoy the moment
30. Mark threw a volleyball at Rio.  
What the meaning of the underline word ?
- c. Menangkap                    c. melempar  
d. Mencari                        d. menggali
31. Tina want to ride the canoe on the lake, so what should Tina do with the canoe .....
- c. Push                              c. pull  
d. row                                d. raise
32. When your friends meet you on the street, what will you do ?...
- c. greet him                        c. kick him out  
d. snapped at him                d. hit him
33. Smooth – mix – the – all - and – ingredients – stir – until  
1      2      3      4      5              6              7      8
- Arrange the words into a complete sentence!
- c. 7-8-1-5-2-4-3-6                c. 2-4-5-7-8-6-1-3  
d. 7-8-2-5-4-6-3-6                d. 2-4-3-6-5-7-8-1
34. We – cooking – up – to – warm – and – drinking – wait – for - some – food - the –
- 1      2      3      4      5      6      7              8      9      10      11  
12
- sunrise – while – coffe
- 13      14      15
- Arrange the words into a complete sentence!
- e. 1-8-9-2-10-11-6-7-12-15-4-5-3-14-13  
f. 1-8-15-9-7-14-2-10-11-6-3-4-5-12-13  
g. 1-8-9-12-13-14-2-10-11-6-7-15-4-5-3  
h. 1-8-9-12-13-14-2-5-7-15-3-5-4-10-11
35. “Ara pat the mosquito on her cheeks”.  
What is the similar meaning of the underline word ?
- c. Bite                                c. clap  
d. Pinch                              d. push
36. “I brush my teeth three times a day”.  
What is the similar meaning of the underline word ?
- c. Pick                                c. scrub  
d. Wipe                                d. bite
37. “I breathe fresh air in a village that is still beautiful”.  
What is the similar meaning of the underline word ?
- c. chew                                c. expire  
d. taste                                d. inhale

38. What is the opposite meaning of the word “ take off “ ?
- c. Wear
  - d. Wash
  - c. waste
  - d. pick up
39. What is the opposite meaning of the word “ hot “ ?
- c. Cozy
  - d. Freezing
  - c. warm
  - d. burning
40. What is the meaning English of the word “ mendorong”?
- c. Pull
  - d. Catch
  - c. throw
  - d. push

*Appendix V Research Permission Letter*

CS Dipindai dengan CamScanner



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

Nomor : 1238/Un.03.1/TL.00.1/05/2023  
Sifat : Penting  
Lampiran : -  
Hal : **Izin Penelitian**

22 Mei 2023

Kepada  
Yth. Kepala MTs Al Munawaroh Pandanmulyo  
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 : Fifi Farihatun Alfiyana  
NIM : 19180029  
Jurusan : Tadris Bahasa Inggris (TBI)  
Semester - Tahun Akademik : Genap - 2022/2023  
Judul Skripsi : **The Effectiveness of Using Total Physical Response Method on Students Vocabulary Mastery in Learning English**  
Lama Penelitian : Mei 2023 sampai dengan Juli 2023 (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.**

An Dekan,  
Wakil Dekan Bidang Akaddeмик  
  
Dr. Muhammad Walid, MA  
NIP. 19730823 200003 1 002

Tembusan :

1. Yth. Ketua Program Studi TBI
2. Arsip

*Appendix VI Research Completion Letter*



**MADRASAH TSANAWIYAH  
" AL – MUNAWWAROH "**

**Terakreditasi B**

NPSN : 20581336 NSM : 121235070135 email:almunawwaroh\_mts@yahoo.com  
Alamat : Jl. Masjid No. 24 Pandanmulyo Tajinan – Malang 65172 Telp. 081944846053

**SURAT KETERANGAN SELESAI PENELITIAN**

*Nomor : 07/ MTs.AM/ PP.0656/ VI/ 2023*

Yang bertandatangan dibawah ini :

Nama : Drs. Mismat  
NIP : -  
Jabatan : Kepala Madrasah  
Unit Kerja : MTs. Al - Munawwaroh  
Alamat : Jl. Masjid No. 24 Rt. 008 Rw. 002 Desa Pandanmulyo Kec.  
Tajinan Kab. Malang

Menerangkan dengan sesungguhnya bahwa yang bersangkutan di bawah ini :

Nama : Fifi Farihatun Alfiyana  
NIM : 19180029  
Jenjang Pendidikan : S-1 Pendidikan Bahasa Inggris  
Institusi : Universitas Islam Negeri Maulana Malik Ibrahim Malang

Telah selesai melaksanakan penelitian di MTs. Al-Munawwaroh Pandanmulyo Kab. Malang mulai tanggal 01 Mei 2023 – 08 Juni 2023. Dengan judul " **The Effectiveness of Using Total Physical Response Method on Students Vocabulary Mastery in Learning English** "

Demikian surat keterangan ini untuk dapat dipergunakan sebagaimana mestinya.

Pandanmulyo, 09 Juni 2023



*Appendix VII Documentation*

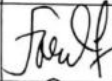

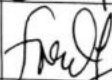

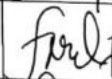
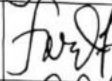
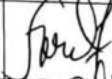
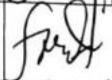
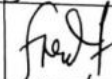
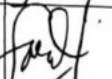


*Appendix VIII Consultation Sheet*




**KONSULTASI BIMBINGAN SKRIPSI**

Nama : Fifi Farihatun Alfiyana  
NIM : 19180029  
Judul : THE EFFECTIVENESS OF THE TOTAL PHYSICAL  
RESPONSE METHOD ON VOCABULARY MASTERY  
IN LEARNING ENGLISH

Dosen pembimbing : Farid Munfaati, M. Pd

No	Tanggal/ Bulan/ Tahun	Materi Bimbingan	TTD
1	30, November 2022	Konsultasi pertama	
2	7 Desember 2022	Konsultasi kedua	
3	3 Januari 2023	Penyerahan bab 1-3	
4	16 Januari 2023	Penyerahan revisi I bab 1-3	
5	2 Februari 2023	Penyerahan revisi II bab 1-3	
6	20 Februari 2023	Penyerahan revisi III bab 1-3	
7	6 April 2023	Penyerahan Revisi Hasil Seminar	
8	6 Juni 2023	Konsultasi rancangan penulisan bab 4- 5	
9	15 Agustus 2023	Penyerahan Bab 4 - 5	
10	22 Agustus 2023	Penyerahan bab 1-5	



11	25 Agustus 2023	Revisi bab 1-5	
12	29 Agustus 2023	Revisi II bab 1-5	
13	7 September 2023	Penyerahan skripsi dan Acc	

Malang, 8 September 2023

Mengetahui,

Ketua Jurusan TBI

Dosen Pembimbing



Farid Munfaati, M.Pd  
NIP. 19860420 20180201 2 225



Prof. Dr. H. Langgeng Budianto, M.Pd  
NIP. 197110142003121001

## *Appendix VIII Curriculum Vitae*



### AUTHOR BIOGRAPHY

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Jenis Kelamin : Perempuan  
Agama : Islam  
Jurusan : Tadris Bahasa Inggris  
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E-mail : farihaalfiyana25@gmail.com  
Alamat Rumah : Pati Jawa Tengah

### Riwayat Pendidikan

2007 – 2013 : SD Negeri 02 Suwaduk  
2013 – 2016 : MTs Mazro'atul Ulum  
2016 – 2019 : MA Raudlatul Ulum  
2019 – 2023 : UIN Malang