



**THE IMPLEMENTATION OF TOTAL PHYSICAL RESPONSE (TPR)
METHOD TO IMPROVE THE STUDENTS' ENGLISH VOCABULARY
MASTERY AT FIRST GRADE OF SMP N 1 KENDAL**

A Final Project

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by

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DEDICATION

This graduating paper is dedicated to:

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MOTTO

*“Start now. Start where you are. Start with fear. Start with pain. Start with doubt.
Start with hand shaking. Start with voice trembling; but start. Start and do not
stop. Start where you are, with what you have. Just start.”*

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ABSTRACT

Safira, Anis. 2022. *“The Implementation of Total Physical Response (TPR) Method to Improve the Students’ English Vocabulary Mastery at First Grade of SMP N 1 Kendal”*. Final Project, English Education Study Program, Faculty of Language and Arts Education, Universitas PGRI Semarang.

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Mastering vocabulary is very important thing in language acquisition. This research was focused at investigating the implementation of Total Physical Response (TPR) method in improving students’ English vocabulary mastery at first grade of SMP N 1 Kendal. The objectives of this research were to find out the result of students’ vocabulary mastery before and after applying TPR method; and to find out whether there was any significant difference of students’ achievement in their vocabulary understanding who were taught before using TPR and after using TPR method. TPR is a language teaching method which is related to the coordination of speech and action. To achieve the aim of this research, it used pre-experimental design. This research was conducted at first grade of SMP N 1 Kendal. The number of sample was 32 students. The data was gained from pre-test and post-test. The instrument of this research used tests divided into multiple choices, matching, and translating test. Then the data was analyzed by using t-test formula in SPSS program to find out the significant difference on students’ English vocabulary mastery before and after applying TPR method. The scores result of the data analysis of students’ pre-test showed that the students still lack of vocabulary. It can be seen from the score percentage which only got 5.3% on pre-test. On the other hand, in post-test, the students’ score increased after applying TPR method. The score percentage gained 8.3% which meant the score category was good. The students’ scores in the post-test achieved 100 points. It was higher than pre-test which only around 65 points. Based on the calculation by using formulas, the value of t-test was 9.594. Meanwhile, t-table value at level significance 5% was 2.04. According to the result, it can be concluded that t-test was higher than t-table ($9.594 > 2.04$). It showed that there is significant effect of the students’ English vocabulary mastery after they received TPR treatment. The main factor affecting this improvement was the students’ interest in teaching learning process through Total Physical Response. Based on this data, the researcher stated that TPR gives beneficial to students in learning English vocabulary.

Keywords: implementation, vocabulary, Total Physical Response, young learners.

TABLE OF CONTENT

| | |
|--------------------------------------|------|
| APPROVAL..... | i |
| DECLARATION | ii |
| RATIFICATION..... | iii |
| DEDICATION | iv |
| MOTTO | v |
| ACKNOWLEDGEMENTS | vi |
| ABSTRACT..... | viii |
| TABLE OF CONTENT | ix |
| LIST OF TABLES | xi |
| LIST OF APPENDICES | xii |
| CHAPTER I..... | 1 |
| INTRODUCTION | 1 |
| A. Background of the Study..... | 1 |
| B. Statements of the Problem | 5 |
| C. Objectives of the Study | 6 |
| D. Significances of the Study..... | 6 |
| E. Definition of the Key Terms | 6 |
| CHAPTER II..... | 9 |
| REVIEW OF RELATED LITERATURE | 9 |
| A. Previous Studies | 9 |
| B. Related Theory | 14 |
| C. Research Hypothesis | 29 |

| | |
|--|----|
| CHAPTER III | 30 |
| METHODOLOGY OF THE RESEARCH..... | 30 |
| A. Research Design..... | 30 |
| B. Population and Sample..... | 32 |
| C. Research Instrument..... | 33 |
| D. Data Collection..... | 35 |
| E. Trustworthiness of the Study | 36 |
| F. Data Analysis | 38 |
| CHAPTER IV | 42 |
| RESEARCH FINDINGS AND DISCUSSION | 42 |
| A. The Results of Validity, Reliability and Normality Test | 42 |
| B. Research Findings | 45 |
| C. Discussion | 58 |
| CHAPTER V..... | 66 |
| CONCLUSION AND SUGGESTION | 66 |
| A. Conclusions | 66 |
| B. Suggestions | 67 |
| BIBLIOGRAPHY | 69 |
| APPENDICES | |

LIST OF TABLES

Table 3.1 Pre-test and Post-test Design

Table 3.2 The Description of Test Items

Table 3.3 The Criterion of Percentage

Table 4.1 The Result of Validity Test

Table 4.2 Test of Normality

Table 4.3 Students' score of pre-test

Table 4.4 The criterion of percentage

Table 4.5 Students' Score of Post-test

Table 4.6 The criterion of percentage

Table 4.7 The Results of T-test Using Manual Calculation

Table 4.8 The results of paired sample test using SPSS Program on pre-test and post-test

LIST OF APPENDICES

- Appendix 1 : List of Students' Name of 7G class
- Appendix 2 : Research Instrument
- Appendix 3 : Scoring of Pre-test
- Appendix 4 : Scoring of Post-test
- Appendix 5 : T-table value
- Appendix 6 : Pearson's Correlation Table
- Appendix 7 : Form Usulan Judul Skripsi
- Appendix 8 : Surat Permohonan Izin Penelitian
- Appendix 9 : Surat Keterangan Telah Melakukan Penelitian di Sekolah
- Appendix 10 : Kartu Bimbingan Final Project
- Appendix 11 : Surat Pengajuan Ujian Final Project
- Appendix 12 : Surat Berita Acara Ujian Skripsi

CHAPTER I

INTRODUCTION

This chapter presents the discussion on the background of the study, statements of the problem, objectives of the study, significances of the study, and definition of the key terms.

A. Background of the Study

Language is critical to human being since we know that we use language to communicate in our daily activity. People are born in innate ability to learn language, and it is called as first language acquisition. Noam Chomsky's Language Acquisition Theory believes that "all children that born have something in the brain that holds all language along with the principles of grammar itself". Since birth, children have the ability to learn any kind of types of languages. According to this statement, it is divided into two categories. They are first language acquisition and second language acquisition. Something that refers to how children learn their mother tongue or their native language, which is the language that the person is born is known as first language acquisition. Meanwhile, second language acquisition is more referring to other languages which people learn besides their native language. This language can be a foreign language or it may be a second language.

As we know that in Indonesia, almost educational level needs English as a subject which have to be taught. Even though it is a foreign language, English is also critical in language acquisition. It is because English is the

most widely spoken language in the world. In today's highly developed era, the use of English has become common place, and we certainly see it everywhere. It is starting from the environment itself, global innovation and development, as a tool of trade communication, etc. Therefore, there are many reasons that encourage how important it is to learn English as a preparation to face the world. Furthermore, in this modern era, society must be prepared to face global competition in understanding and developing science and technology. According to Brown (2008), "English is a foreign language that is studied with a specific purpose". Besides that, we must have a competence in learning English particularly as a students and young English learners.

The new words are produced by people are commonly known as vocabulary. Vocabulary is the basic component of language unit. The more we know the vocabulary, the more phrases or sentences we produce. By knowing the vocabulary, we also can make a good communication with other people in our daily life. Particularly in learning English vocabulary, people have to learn new words as often as possible. It is considering that in Indonesia, English is not the first language to be learned. According to Mohammadinejad, Nikdel & Oroujlou (2012), "vocabularies are the most important part of language. Without knowing vocabulary, students will experience obstacles in learning English". Vocabulary is used for labeling a name of noun, verb, adjective, and adverb to explain what the speaker is trying to say.

When we learn a language, it sometimes we also learn how to arrange a good sentence which we are going to use to talk to other people or

something that good for speaking. A lot of people think that they want to speak fluently and use grammar correctly, but they rarely think that it is all obtained when we are mastering vocabulary. If we have a large stock of vocabulary, it will be easier for us to produce sentences and speak fluently. All processes in language learning will directly follow after the language learner has mastered the vocabulary of the language they are learning. This statement is supported by Huyen & Nga (2003) that “vocabulary has an important role in English learning. This is due to it is one element that connected the four skills of listening, reading, speaking, and writing all together.”

As a teacher who teaches a language to their students, we have to make interesting learning especially for young learners. Of course, there are some challenges and problems in doing that. According to Baleghizadeh & Ashoori (2011), “one of the main problems of difficulty which is faced by teachers in teaching English in their students is the teachers do not use the right method and approach while teaching English”. Therefore, the teacher has a responsibility in determining which right method and approach in teaching vocabulary to students.

To successfully conduct in learning English, teaching materials and methods must be balanced. For this reason, a relevant method to teaching English to children need to be well introduced. Teachers are expected to always have creative and innovative ideas to attract students' attention in classroom learning activities so that students can understand the material which is being taught. As we already known that in English learning, there are

four skills to be learned. They are listening, speaking, reading, and writing skill. In fact, the learners of first grade of SMP N 1 Kendal are still difficult to understand English vocabulary. On the other hand, to master those four skills, the most important thing to learn is vocabulary.

Based on the statement above, it can be defined that vocabulary is very important to learn in language learning. Media and methods that are not suited will make students not master the vocabulary well. Therefore, the limited vocabulary makes it difficult for them to understand English. This condition sometimes makes students consider that English is a difficult language to learn. They have difficulty understanding words in a context, so they do not have enough words to use for speaking. Teaching a language, especially for young learners should be interesting, relevant, repetitive, and also understandable for them. This is supported by the statement of Paul (2003) that “since young learners are playful, hardly concentrate and lack of self-controlling, they can easily lose interest in learning English”. In addition to achieve those aims, there should be appropriate methods in teaching for students.

In this case, the researcher uses interesting fun method to help young learners learn English which does not make students easily getting bored. This method is known as Total Physical Response (TPR). TPR uses gestures to interpret words. TPR uses physical movement in its learning. Suryana (2021) expressed that “This Total Physical Response (TPR) is an English learning method that is suitable for early childhood where learning prioritizes activities

that are directly related to physical activity and movement”. Applying Total Physical Response (TPR) will alternatively motivate the students to be ready to learn English of higher level of education. By using TPR, students are able to feel enjoy and fun while learning English. There is no demand or any kind of material preparations, so it is very well suited to teenagers and young learners.

According to the background above, the researcher is interested in using Total Physical Response (TPR) to improve the students’ English vocabulary mastery, and the researcher wants to conduct this research by using pre-experimental research at first grade of SMP N 1 Kendal. Therefore, the researcher proposes the title: “THE IMPLEMENTATION OF TOTAL PHYSICAL RESPONSE (TPR) METHOD TO IMPROVE THE STUDENTS’ ENGLISH VOCABULARY MASTERY AT FIRST GRADE OF SMP N 1 KENDAL”.

B. Statements of the Problem

Related to the background that has been outlined, the statements of the problem can be formulated by the researcher as follows:

1. To what extent is the students’ English vocabulary mastery who are taught before applying TPR method?
2. To what extent is the students’ English vocabulary mastery who are taught after applying TPR method?
3. Is there any significant difference between students who are taught before applying TPR method and who are taught after applying TPR method?

C. Objectives of the Study

In relation to the statements of the problem, the objectives of study are made as follows:

1. To find out the result of students' English vocabulary mastery who are taught before applying TPR method at first grade of SMP N 1 Kendal.
2. To find out the result of students' English vocabulary mastery who are taught after applying TPR method at first grade of SMP N 1 Kendal.
3. To measure and to know the significant differences between students who are taught before applying TPR and students who are taught after applying TPR at first grade of SMP N 1 Kendal.

D. Significances of the Study

The researcher is expected the results of this study can be used theoretically and practically. Theoretically, it will contribute to increase the theory of teaching English vocabulary to young learners through appropriate method. This can also be a reference for further researchers related to improve English vocabulary to young learners. Furthermore, in practically, it will give a model for teachers in teaching young learners how to apply TPR in improving students' English vocabulary mastery, and it will give a clear information about how to apply TPR in teacher's learning process.

E. Definition of the Key Terms

As a clear clarification and to avoid ambiguity, some terms in this research have to be clarified. The aim is just to fix all clearer and to avoid misunderstanding. Those key terms are described as follows:

1. Implementation

According to Nurdin Usman (2002), “implementation is something that leads to activities or actions which is carried out systematically and determined by the mechanism. That is way, implementation is not just an activity, but a planned activity and to achieve the objectives of the activity”. Referring to the meaning of the purpose of implementation is to carry out carefully prepared plans, both by individuals and groups, and to find out the level of success of a policy or plan that has been designed for improvement or quality improvement.

2. Vocabulary

Vocabulary is the most important aspect when the learners learn their new language. Richard & Renandya (2002) stated that “vocabulary is a core of language component which provides a lot of basis for how learners use in spoken and written form”. Vocabulary is a language component that contains meaning and how the language is used. Learning a language means the learners have to know about the concept of the language; what people say, write, read, or even listen. All of them need a stock of vocabulary. If the learners lack of vocabulary, they will gain the difficulties in learning language.

3. Total Physical Response (TPR)

TPR refers to language teaching method which is related to the coordination of speech and action; it is related to teach a language through physical movement. Asher (2012) claimed that “TPR is a language learning that resort to physical action”. TPR has a powerful method in teaching

language. It will prepare the students more comfortable since TPR uses a command and physical activities in the classroom. Teaching language, especially for young learners, should use fun and interesting method, so something exciting will happen in the classroom, and the students do not get bored when teaching learning process. TPR which uses a physical (motor) activity that build around the coordination of speech and action will help students more remember the vocabulary they are learning.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher tries to give a clear description of previous studies, related theories, and research hypothesis. It shows some concepts related to the topic of this current research.

A. Previous Studies

There were some previous studies or research dealing with TPR method in order to improve students' English mastery. It proved that TPR was a best way in improving English mastery particularly to young learners.

A thesis under the title *The Effect of Total Physical Response (TPR) on Teaching Vocabulary For Fifth Grade of SDIT Al Furqon Palangkaraya* written by Pratika Ika Latifa (2016). The study aimed to measure the effect of TPR on vocabulary mastery. The research design was pre-experimental design where the researcher used one group pre-test and post-test. The data collection was test. There are two kinds of test; they are multiple choices and translating test. The result of this study showed that there was an improvement of students' vocabulary mastery after getting TPR treatment. It could be seen from the data that had been calculated using t-test formula. For multiple choice, t-observe was 9.326 with 5% of significant value= 2.03. Manual calculation found that t-observe was higher than t-table or $9.326 > 2.03$. On the other hand, t-observe for translating test was 9.294, with significant value 5% = 2.03. Manual calculation found that t-observe was higher than t-table or

9.294 > 2.03. Based on the result findings, the researcher interpreted that TPR is effective and appropriate method in teaching learning process.

The study presented by *The Use of Total Physical Response (TPR) Method in Teaching Pronunciation of Command Words at the Second Year of MTsN 408 Binama Jeneponto* written by Sri Nurjasmini Samir (2017). The objectives of the study were to find out the result of students' pronunciation of command words by using and without TPR method, and to find out the significant difference between students' pronunciation by using and without TPR method. The research classified as quasi-experimental method with two groups pre-test and post-test design. The population was the second year students of MTsN 408 Binamu Jeneponto in academic year 2016/2017 consisting of 320 students. The sample of this research was 60 students divided into 30 students of controlled class and 30 students of experimental class. Test was used as an instrument of this research. The result indicated that there was significant difference between students' post-test in controlled and experimental class. The t-test result of t-test 4.47 was greater that t-table 2.00. Therefore, the researcher concluded that TPR was an effective in teaching pronunciation of command words.

The study was written by Rizkia Afdaliza Mokoginta (2018) entitled *Applying Total Physical Response Method in Mastering Vocabulary for Students' of Junior High School Level (A Research Conducted at Seven Grade of SMPN 1 Kotamobagu)*. The aim of the research was to investigate the applying of TPR in mastering vocabulary to young learners. To achieve the

aim of the study, the researcher used pre-experimental research. The researcher used 26 students as a sample. The data was gained from students' score in their pre-test and post-test. The instrument which was used to test the sample was tests. Those tests employed in this researcher were multiple choices, and the data was analyzed through t-test. The result showed there was a significant difference between students after they got TPR treatment. After applying TPR, the students' score increased. The students' average score in pre-test was 11.15 while the average score in post-test was 18.61. The researcher used t-test calculation. Based on that, it was obtained that t count (12.91) was more than t list (1.714) which meant that the hypothesis was accepted. According to that data, it showed that students who applied total physical response are able to remember more English vocabulary. It was because the students experienced their learning vocabulary directly, so they were easier to remember than memorizing a number of vocabularies that was just written in a list.

The study came from Moh. Mahmud (2018) entitled *The Effectiveness of Total Physical Response in the Teaching Speaking Skill*. This research aimed at investigating the effectiveness of TPR method in teaching speaking skill in Senior High School of Darussalam. It used experimental approach which was the students as the object. The object consisted of two classes namely control class and experimental class. The data came from the result of pre-test, post-test, interview, and documentation. The research design was correlation relation study. In this research, the data obtained from the

comparison of pre-test and post-test which was calculated with a formula product moment. The result found that the result of computing correlation coefficient (r_o) of TPR was 1.000 and r-table was 0.800-1.000. From the result, it can be concluded that there was an influence of Total Physical Response in improving students' speaking skill. It caused by the high value in r-table. Total Physical Response has influenced 100% of students' speaking skill

The study was written by Sarifudin (2015) entitled *The Effectiveness of Total Physical Response Method on Students Ability in Using Preposition of Place*. The objective of this study was to know whether there was any significance different of students who were taught by using and without using TPR method or not. This study conducted at first grade of Ibadurrahman Junior High School. In this study, the researcher used quasi experimental study, and decided two groups as sample. The researcher used VII C and VII B as sample. Those two classes consisted of experimental group; the one who received a treatment, and controlled group; the one who did not receive a treatment. Therefore, the researcher chose VII C as experimental group and VII B as controlled group. The subjects of the study were 54 students. Then, the researcher used pre-test and post-test. Based on the results of the study, the score which was gained by experimental group (424) was higher than score which was gained by controlled group (392). According to this result, it can be concluded that teaching preposition of place through Total Physical Respond was effective.

The last was a research came from Mercy Sarah Swaty (2019) entitled *A Thesis: Improving Young Learners Vocabulary through Total Physical Response Method*. The aim of this study was to describe how far TPR can improve young learners' English vocabulary, and also advantages and disadvantages of TPR itself. To achieve the aim of this research, the researcher conducted young learners around 7-12 years old at First Class Educational Center. There were 12 students. The researcher used three steps. The first was pre-test. The second was the action. The action was divided into two cycles. In these two cycles, there was different material and topic. In each cycle consisted of teaching and learning process and also a test. The last steps were post-test and interview. The interview was used to know the advantages and disadvantages of TPR. The result found that the students' progress during learning activity by using Total Physical Response was improved. The data analysis showed that there was any significant difference of students' pre-test and post-test. It could be seen from the results of pre-test and post-test. The result of pre-test (25%) and the result of post-test (75%) which was the post-test's result were higher than pre-test. The highest students' score was 68 before applying TPR and got 86 after TPR applied. The main reason for the improvement of students was they enjoyed in teaching learning process using TPR method. Based on this data, it can be concluded that teaching vocabulary through TPR was very effective and have a beneficial for the students in learning English.

According to those previous studies, applying Total Physical Response to improve students' English mastery is effective. TPR uses fun and enjoy method while in teaching learning process, so it is well received by young

learners. It was proven by the score of the students who got TPR treatment and who did not get TPR treatment. The similarity of those previous studies with this research was using TPR method as a method to improve the students' vocabulary mastery to young learners. Meanwhile, the differences were on the design of the research, the focused research, and instrument to collect and analysis the data. Most of them used quasi experimental as a research design to improve students' mastery in vocabulary which needed two classes as experimental and controlled group. Therefore, in this research, researcher used pre-experimental design to do an implementation of TPR in improving students' English vocabulary mastery which needed one class as control and also experimental class. Those studies used test as an instrument and data collection. Then, in this research, researcher used documentation and test as the data collections. Furthermore, the previous studies focused on several problems related in improving students' English vocabulary, pronunciation, speaking skill, and the ability in using prepositional of place. Meanwhile, this current research is focused on improving students' English vocabulary mastery.

B. Related Theory

1. Vocabulary

a. Definitions of Vocabulary

In learning a language, students must be able to master vocabulary well. Barnhart (2008) stated that "vocabulary is defined as a collection of words whose meaning has been determined". Vocabulary is also an

important aspect in learning a new language. People can write easily, understand what they read and hear, and speak fluently if they understand, use it well and have the ability to use it because those all need vocabulary in using them. This statement is supported by Nation (2011) that “English as a second language or as foreign language needs vocabulary to play an important role in in all language skills (i.e. listening, speaking, reading, and writing)”. Kufashi pointed out that “if the learners have limited vocabulary, it will be an obstacle for them to master listening, speaking, reading, and writing skills”.

Jackson (2000) stated that “vocabulary is a collection of words in a language that is understood by a person in relation to their general activities”. If the learners mastered vocabulary, they will get easily in their communication with other people, so they can speak fluently in their daily life. It is also easily to get the information obtained from reading a lot of English books. In learning vocabulary, several things need to be emphasized, such as remembering more often, then applying each new word into the activities.

According to Neuman and Drawyer as cited by Bintz (2011), “vocabulary is defined as the part of effective communication which must be known by people”. Meanwhile, Hornby (2006) claimed that “vocabulary is the words that people use when they are talking about particular subject in particular language”. Related to those statements above, vocabulary is critical in all aspect in language in the form of spoken

and written. Learners have to learn vocabulary as often as possible because the language evolves with the times. Particularly in children as young learners, they will get obstacles in learning language if they have a limited vocabulary. It is related to English as their foreign language. The more vocabulary acquired, the more sentences comprehended.

According to those statements and definitions from the experts, it can be concluded simply that vocabulary is the basic element in learning language particularly in making effective communication with others as a way how a person expresses something. Learning vocabulary is about remembering, and generally, the learners need to see, say, and write newly learned words many times and practice them.

b. Kinds of Vocabulary

When teaching vocabulary in classroom, the teacher should understand the material, and also can decide the right methods to be used. There are a lot of classifications which are made by experts in the field of kinds of language learning.

Collier-Mcmillan (2014:4) categorized the vocabulary into two kinds. They are content words and function words. They are described as follows:

- 1) Content words can be divided into three general classes; words naming things, ideas, entities; words naming actions; and words used to describe the qualities of those things or action. These divisions

correspond closely to be known as part of speech. They are nouns, verbs, adjectives, and adverbs.

- 2) Function words are those that often have little meaning in the dictionary sense but which serve important functions in relating other words in the language to each other, and also help us connect the important information. Function words include auxiliary verbs, articles, pronouns, conjunctions, and preposition.

Moreover, Hibert & Kamil (2005) formulated the kinds of vocabulary into oral and print form. They are described as follows:

- 1) Oral form of vocabulary is when a person speaks orally or reads orally.
- 2) Print form of vocabulary is when a person reads silently or writes something that will be seen in a print form.

Furthermore, McCarten (2007:19) stated that vocabulary can be defined into two kinds, namely productive vocabulary and receptive vocabulary. They are stated as follows:

- 1) Productive vocabulary or active vocabulary is words that we can understand and arrange regularly in speaking and writing, as opposed to when they are used by others.
- 2) Receptive vocabulary or passive vocabulary is words that are defined as something that is understood when the word occurs in a context, but cannot be reproduced correctly.

c. Teaching Vocabulary

Cameron (2001) stated “vocabulary as the main unit in language learning. It also plays a big role in acquiring a language”. As we have already known, how to learn vocabulary is a challenge for young learners. This is due to “many variations of vocabulary that must be learned in a language, such as single words, phrases, idioms, collocations, and strategic vocabulary” (McCarten, 2007:18). However, understanding vocabulary is very important in learning a language. It would make it very unrealistic if the teacher directly teaches and explain all the vocabulary to the students at their first lesson. It will make class and students getting bored. Nowadays, teaching vocabulary may be a problematic because teachers are not confident about the best way to teach vocabulary for students and sometimes they do not know where to begin (Berne & Blachowicz, 2008).

When teaching learning process takes place, teachers would find several problems. Teachers have problems of how make the class enjoyable and not making students bored, and in order to gain satisfying results from their teaching. Teachers should prepare the teaching learning process starts from the techniques and the methods that can be used in the classroom. Teachers need to be able to master the materials in order to be understood by students, and also make them interested and enjoy in the classroom.

Therefore, teachers should be concerned that teaching vocabulary for young learners is different from adult. The teachers have to know the

characteristics of the learners. For that reason, appropriate techniques, methods, and suitable materials need to be introduced in order to gain the target of language teaching.

McCarten (2018:20) defined some strategies in teaching vocabulary in the classroom, such as focus on teaching vocabulary, offer variety, repeat and recycle, provide opportunities to organize vocabulary, make vocabulary learning personal, use strategic vocabulary in class, vocabulary notebooks, and everyday usage.

2. Total Physical Response (TPR)

a. Definitions of Total Physical Response (TPR)

Total Physical Response was created by Dr. James J Asher in 1960s, a professor of psychology at San Jose State University, California. “TPR is a language teaching method which originates from Asher’s observation” (Asher, 2012). Asher also observed that children typically are not able to speak until they listen to language for a long time, and they can apprehend their parents’ utterances and respond to them by physical movement. TPR takes into account that students will understand well what is being learned when they are involved in learning activity. TPR is a method that aimed to teach a language by using fun and interesting activities; these activities involve the coordination around speech and action. It is based on the coordination of a language and actions in it. Both of them work together to form a physical activity. According to Asher (2012) “TPR stated that learning a language should use physical action”.

Children are easier to remember things, especially in learning vocabulary, when it is related to a game, interesting photos, and other fun methods. Widodo (2005:237) stated that “TPR is popular method to young learners, and it can be used by the students of all levels and all ages”.

Total Physical Response is called as “natural method” since Asher describes that learning first language and second language is a parallel process. He stated that learning a second language should be as natural as possible with learning a first language. For this reason, there are such three central processes. They are as follows:

- 1) Before children can develop speaking skills, they go through the process of listening to other people. Therefore, Asher considers that students may have blue print in their brains when they listen to something to produce what they say in spoken language.
- 2) Children are considered to be able to respond to commands with physical responses well when they have good listening abilities.
- 3) When students have good listening comprehension, their speaking skills will develop naturally.

TPR has the theory that humans can learn all the natural languages that exist in the world. This process can be seen when we observe to how babies internalize their first language. A child responds physically to what their surroundings say. Children's responses are actually reinforced by the words of their parents. For months, children just listen what they hear, and then absorb it without being able to speak. In relation to TPR method, the

teacher tries to imitate this process in the classroom to teach a language to young learners. TPR method relates to the memory of the children. The more the students remember the material, the better they do. In other words, students have to continuously repeat what they have learned of the material which is taught.

According to the statements above, it can be concluded that the idea in TPR is based on students hearing something from their teacher then responding physically to it. For this reason, in TPR, new students or advanced students learn what is said by the teacher. It will prepare the students in learning with free feelings because something exciting happens when teacher uses body language in the conversation at the classroom. They will get excited because they actually understand everything the teacher said. TPR method is very appropriate for young learner's characteristics as we know that young learners love moving around and get bored easily. Therefore, TPR allows students to understand the language easily without any worries and think too much in the material because the main concept of TPR is students do the imperative instructions based on what the teacher have commanded to them.

TPR designed based on how children learn their first language. In this case, "TPR assumes that a person learns best way when he or she is actively engaged and understanding what he or she heard" (Haynes, 2004; Linse, 2005).

b. Characteristics of Total Physical Response

According to Widodo (2005:238), imperative exercise is a class activity that is often used in TPR. This usually aims to direct the learner to physical activities and actions. In this case, students play a major role. They are as listeners and also performers. They listen attentively and give respond to what they heard with physical activity. Learners need to respond to it both individually and collectively. Students have minor influence in the classroom because everything related to the material is determined by the teacher.

At the first of the lesson, students are expected to recognize and respond to the previously taught items. For example, the teacher gives a command to students with '*clean the whiteboard!*' and '*walk to the table!*'. These commands are familiar to the students because they have practiced responding to them. Moreover, students are also expected to produce their own combinations, and evaluate their own progress. They are ordered to speak when they are ready to speak.

In TPR, it is not only for students. Teachers are also expected to play an active role in learning activities in the classroom such as directors directing their actors on a stage. In this case, the teacher has the authority to what will be taught, who will be a model and a presenter to the new material, and who will select the supporting material for use in the classroom. Therefore, the teacher must prepare and organize well so that lessons run smoothly and predictably.

Widodo (2005:239) stated that “in providing feedback to students, teachers are needed to follow examples of parents in providing feedback to their children after the children succeeded or not in responding to something”. Likewise with teachers, teachers need to tolerate fewer errors in what students’ respond; teacher should avoid too much correction at an early stage and there is no need to command to correct errors. In that case, this can hinder students from taking action or speaking.

In short, in TPR, the teacher has the responsibility of monitoring the activities carried out by students in the classroom. Besides, students are imitators of verbal and non-verbal commands from the teacher. In this case, the initial stage of learning is modeling. In the first, the teacher gives orders to the students, and takes action with them. Second, students already understand the commands spoken by the teacher and then imitate by themselves, and the teacher monitors student actions. Furthermore, there is an interaction between the teacher and the student which is marked by the teacher giving orders and students responding non-verbally.

c. Procedure of Total Physical Response

There are some steps to do TPR method during teaching-learning process. First, teacher gives the materials and does the physical actions directly such as giving an instruction. Therefore, in this stage, “students just need to listen, observe and try to understanding what they are learning” (Wang Yimin, 2004). The second, teacher gives any kinds of commands and does actions according to those commands, and then

students do as what teacher have done in front of them. Third, teacher gives instructions to the students without doing anything while the students do physical movements according to the teacher's instructions. According to Hu Qieqiu (2000), "for the last procedure, the instructions is given by some students, and other students complete actions by themselves or teacher still can help them if they have difficulties".

Most of the class activities in TPR lessons are spent for doing exercises in which the instructor gives commands using the imperative mood. Students respond to those commands with physical movement. In addition to exercises using imperatives, teachers can also use other activities in the classroom, such as role playing, storytelling, games, slide presentations, etc.

Furthermore, Larsen-Freeman (2000) mentioned some procedures in Total Physical Response method. They are described as follows:

- 1) Review. It is such warm up with fast moving which each of individually student moves with a command.
- 2) New Commands. In this stage, verbs are well introduced.
- 3) Role Reversal. Students are ready to be a volunteer to say a command as instructor and give a command to the others.
- 4) Reading and Writing. In this stage, the instructor writes on the blackboard new vocabulary item. The instructor gives an illustrate item through a sentence. Then those illustrate items and sentences are

spoken by instructor. All students listen to what teacher tries to explain then copy the important item they heard on their notebook.

According to those procedures of Total Physical Response method, it can be concluded simply that TPR takes into account to a physical movement activity in the classroom through the commands of the instructor. After doing the physical activities, the teacher explains the students about those commands or each new vocabulary which had given before through an illustrate item which is written on the blackboard.

d. Teaching Models of TPR

There are some teaching models of TPR method in learning a language. They are described as follows:

1) TPR combination with vocabulary

“Grammatical structure is difficult to be learned for new language learners to understand. For that, the use of TPR theories for students is very suitable” (Zhang Xuan, 2008). For example, if teacher teaches vocabulary such as walk, run, and stop, they may use physical actions to help students understand the meaning of those vocabularies.

2) TPR combination with drawing

According to Wu Fei (2012), “pictures can give a visual impression to students, so teacher can use drawing activities in class during teaching vocabulary mastery”. For example, in the review part, the teacher asks to some students to draw on the blackboard what is meant by the spoken vocabulary.

3) TPR combination with music

Relaxed and comfortable atmosphere can always be obtained from a music that is listened to. Therefore, teachers can combine music with language teaching content. Students can sing and dance according to the existing music. Thus, they can understand easily the meaning of the teaching materials which is being taught.

4) Combination of TPR with games

For teaching children, teacher needs to implement something fun. Children love to play games. “In TPR lessons, the teacher designs different games which can motivate students and stimulate their interest in learning by themselves” (Zhang Qin, 2006).

5) TPR combination with role play

In addition to play games, children also have good action in performing. The teacher plans activities that are usually carried out in daily life where let the students play their roles.

In short, TPR is a method which is using a fun and interesting method as we know that it is suitable to children or young learners in learning language. Some combinations which are described previously can be used while teaching a language using TPR method. It will help the students feel enjoy and do not get bored in the classroom.

e. The Application of TPR in the Classroom

In the application of TPR in the classroom, there are some ways to practice TPR. As we know that TPR is a method which uses an interesting,

fun, enjoyable, and understandable for children, especially for young learners. Widodo (2005) defined that TPR can be used to teach things such as:

- 1) Teaching vocabulary which is connected with movements or actions (walk, run, stop);
- 2) Classroom language (Open your books, write down the materials);
- 3) Grammatical items. It is about past/present/future and continuous aspects (I woke up early every morning, I take a bath, I eat breakfast, I go to school);
- 4) Story-telling;
- 5) Instructions/imperatives (Sit down, walk to the table, stand up).

According to Muhren (2003), “TPR has a simple basic technique to be used”. The students do what their teacher or their friend commands (on either stage of the teacher). Those commands are usually very simple in the beginning, such as *stand up*, *walk to the table*, but after some time they become more complex, such as *I want the girl to walk to the table*.

The main role in TPR learning in the classroom is the students. The students listens attentively and also response physically what they hear through teacher’s command or the instructor. Students are also required to respond both collectively and individually.

In this case, the teacher is just someone who decides the lesson. The activity in the lesson is done by the students; there is an instructor to give a command, and there are some students do the instructions or

commands from the instructor. The teacher has a role to decide and choose some learners to be models and presenters in the material which is decided by the teacher. The teacher also has ability to select the materials.

TPR activities in the classroom are the teacher as an instructor in the first. Then, the teacher gives a command, such as *stand up*, and the teacher with the students stand up. Then, the teacher gives a command *sit down* and the teacher and the students sit down.

After having several demonstrations of those commands, the other models of command are given such as *jump, walk, turn, run, clean, etc.* The students have to observe what they listen and look from the teacher; the commands which they did before. The students also have to analyze the meaning of the commands in the spoken language.

After modeling a sequence of command such as stand up, sit down, walk, run, stop, etc., in the next level, the students are ready to do those commands by themselves without the teacher. At this time, the teacher selects one student as an instructor. The instructor will perform to give a command in front of the other students. Students are responding to each command. Then the teacher gives more complex commands, such as *walk to the table, clean the blackboard, turn on the lamp, etc.* The more the students are comfortable while learning vocabulary, the more they will gain and understand English vocabulary.

Most importantly, the teacher has to help the learners to be involved in TPR activities in the classroom. They can do a movement on

what they have heard if they understand what is meant by the instructor. In TPR activities, the students are expected to control the class after the teacher gives an example of command. They will learn the material by themselves and of course all of the students have to be involved in this activity.

C. Research Hypothesis

Based on the statements that have been presented by the research, the hypothesis of this current research is formulated as follows:

Ha: there is significant difference between students' English vocabulary mastery who are taught before and after applying Total Physical Response (TPR) method.

Ho: there is no significant difference between students' English vocabulary mastery who are taught before and after applying Total Physical Response (TPR) method.

CHAPTER III

METHODOLOGY OF THE RESEARCH

This chapter deals with the description of the research methodology used in this research. It consists of research design, population and sample, research instrument, data collection, and data analysis.

A. Research Design

The researcher used an experimental design for the research. Fraenkel & Wallen (2009) stated that “experimentation means trying, searching, and confirming”. Experimental research is research that can directly affect the existing variables. It is in relation with the statement of Cresswell (2018) that “experimental research seeks to determine if a specific treatment influences the results”. If applied with the right process, this is also the most suitable research to prove causality. The aim was to prove causality. This can indicate whether when the researcher applies a treatment, in this case was called the independent variable, it can affect the dependent variable or not.

Donald Ary (2002) defined that “experimental research begins with a hypothesis, which is a prediction that will show that a treatment will cause a different effect. Hypotheses are introduced to expect whether there are differences in the results of the treated and non-treated groups”. All experiments seek to identify whether treatment makes a difference in certain results. This research was also to measure the effect of treatment which was

used. “Experimental research is conducted to determine whether there is an effect of the treatment being studied or not” (Arikunto, 2010).

Furthermore, this research was classified as pre-experimental design. Pre-experimental research is defined as research that observes a group after the treatment is applied, and this is done to show that a group that is subjected to the treatment there is a change.

The researcher used one-group pre-test and post-test design. Those designs involved three steps: (1) conducting a pre-test to measure the dependent variable; (2) applying the treatment X to the subjects; (3) doing a post-test to measure the dependent variable after getting a treatment. Furthermore, the results that have been obtained will be compared between pre-test and post test scores.

Table 3.1

Pre-test and Post-test Design

| Pre-test | Treatment | Post-test |
|-----------------|------------------|------------------|
| Y1 | X | Y2 |

Where:

X : Treatment

Y1 : Pre-test

Y2 : Post-test

B. Population and Sample

1. Population

According to Arikunto (2010), “population is defined as the subject in the research. The research population is also can be stated as if the researcher wants to examine all the elements that exist in the research area being studied”. In this research, the researcher selected first grade students of SMP N 1 Kendal as the population. The number of students was 265 students who consisted of eight classes namely 7A, 7B, 7C, 7D, 7E, 7F, 7G, 7H class. Every class has 31 to 32 students.

2. Sample

Sample is defined as a part of population which is used as research subjects. Arikunto (2010) stated “sample is a group of population as part of the population being studied. It also can be defined that the researcher wants to conduct the research part of the population, this is also called as sample”.

Due to the rule of pre-experimental study, the researcher selected a class as a sample of this research; this class as experimental class and controlled class. In this research, the researcher chose 7G as a sample. The total numbers of students were 32. This class received a treatment to measure there was significant difference before applying TPR method and after applying TPR method.

3. Sampling Technique

The process of selecting a sample of the research is known as sampling. In determining the sample of the population, the researcher used

sampling technique to determine the accuracy of this research. As we know that it is one of the important factors in the research which will also determine the final results of the research.

Non-probability sampling method was selected to this research. According to Yin (2003), “with regards to the latter, case studies tend to focus on small samples and are intended to examine a real life phenomenon, not to make statistical inferences in relation to the wider population”. This sampling based on certain criteria, such as assessment, status, quantity, volunteerism and so on. Then, this research applied quota sampling. Quota sampling is the sample which is already taken has included in a category. Davis (2005) defined that “quota sampling is a non-random sampling technique in which participants are chosen on the basis of predetermined characteristics, so that the total sample will have the same distribution of characteristics as the wider population”. In this case, the category was decided by the young English learners. Therefore, the researcher decided students of SMP N 1 Kendal as a population. Meanwhile, the researcher selected 7G as a sample which included 32 students. According to the rule of quota sampling, ideally the selected sample already represents all the existing population.

C. Research Instrument

The researcher used test as research instrument. The test was used to measure students' ability in mastering English vocabulary particularly in positive and negative command verb. In this research, the researcher used pre-test and post-test instrument. Pre-test is a test that is used to measure students'

ability in English vocabulary before receiving a treatment, in this case the treatment is called TPR method. Post-test is a test which is given to the students after they received a treatment in their teaching learning process. It is also a test that is given in order to check and to know the students' progress in mastering vocabulary after receiving a treatment through TPR method.

In the test, there were 20 questions. Kinds of question were multiple choices, matching, and translating test. There were 10 questions in multiple choices. They consisted of positive commands (using a verb), and negative commands (using do not verb). These questions were from number 1 to 10 sequentially. Per item have 5 score which mean if the students answered correctly in all number of multiple choices, the score was 50. The second was matching test. It consisted of 5 questions from number 11 to 15. The total score per item for this kind of test was 5, so if students answer correctly in this part of matching test, the score was 25. The third was translating test. It consisted of 5 items. They were from number 16 to 20. Per item have 5 score which mean if the students answered correctly, the score was 25.

From the definition above, it can be concluded that total score of this test was 100 if the students can answer correctly all of the questions. To make the researcher easier in making a pre-test and post-test instrument, the researcher made this description:

Table 3.2
The Description of Test Items

| No | Kinds of Test | Question Number | Total |
|--------------|----------------------|------------------------|--------------|
| 1. | Positive Commands | 1, 5, 7, 10, 4 | 5 |
| 2. | Negative Commands | 2, 6, 8, 9, 3 | 5 |
| 3. | Matching Test | 13, 14, 12, 15, 11 | 5 |
| 4. | Translating Test | 16, 18, 17, 20, 19 | 5 |
| Total | | | 20 |

D. Data Collection

The data collections which were used in this research were divided into two kinds, namely documentation and tests. Those were described as follows:

1. Documentation

Documentation was done with the aim of collecting written data in this research. This can be in the form of a lesson plan which is made by the English teacher before carrying out the teaching learning process in the classroom. Then the data in this documentation was carefully recorded and analyzed carefully.

2. Tests

The objective of selecting the tests as the data collection was to find out the significant differences on students' English vocabulary mastery before and after applying TPR. This tests applied in the class which being a sample.

The tests which were given before and after TPR were the same tests. There was no difference in the type. Then, the researcher divided two kinds of test. They were as follows:

a. Pre-Test

The pre-test was used to measure how far the students' abilities were in mastering vocabulary before applying TPR method. Like Creswell said that "the pre-test provides an overview of the characteristics of the participants in the experiment before the treatment is carried out". The pre-test was given before the students get a treatment. The researcher gave kinds of test included multiple choices, matching test, and translating test. The total number of this test was 20.

b. Post-test

The post-test was conducted to determine the development of students' vocabulary abilities. After conducting pre-test, the students were expected to have a better score in post-test because post-test was done when students had received a treatment. Therefore, it will prove that the treatment has a certain effect in the results. The researcher also gave the same questions for both pre-test and post-test. The researcher made 20 items for test included multiple choices, matching test, and translating test.

E. Trustworthiness of the Study

The researcher analyzed the instrument of this research before it was given to the students. It was to know that the instrument which was going to use was normal, valid, and reliable. The researcher used these following steps:

1. Validity

Validity is one of the main important requirements of evaluation to know whether the test is valid or not. Therefore, the researcher uses statistical program to calculate the validity of the test and calculates by manual using this following formula:

$$R_{xy} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N\Sigma X^2 - (\Sigma X)^2\}\{N\Sigma Y^2 - (\Sigma Y)^2\}}}$$

(Zainal Arifin, 2017:254)

After finding the result of r_{count} , the researcher compared it with the value of r_{table} . In this case, the researcher used 5% level of significant degree of r_{table} (the result can be seen in appendices). To decide the results whether the instrument was valid or not, the researcher referred to this basic decision making:

Ha is accepted if $r_{\text{count}} > 0$ and $r_{\text{count}} > r_{\text{table}}$

Ha is rejected if $r_{\text{count}} < 0$ and $r_{\text{count}} < r_{\text{table}}$

2. Reliability

Reliability is to measure whether something has a constant to be measured or not. It refers to the consistency of scores achieved by the same person when they are retested with the same test on different occasion, or with a different set of equivalent items, or under different test conditions. To know the reliability of the instrument that was going to use to collect the data in this research, the researcher used SPSS Program. Furthermore, after the reliability value (r_{11}) was found, the researcher compared with r-table to decide the

reliability of the instrument. The basic decision making is described as follows:

Ha is accepted if $r_{11} > r\text{-table}$

Ha is rejected if $r_{11} < r\text{-table}$

3. Normality Test

Normality test is used to know whether there is from the normal data or not. The basic decision making which is used to test the instrument is:

Ha is accepted if sig. value > 0.05

Ha is rejected if sig. value < 0.05

F. Data Analysis

This data test was gained to know whether any significant difference or not in the implementation of teaching vocabulary using TPR method in the classroom. A quantitative data was used in this research which was related to numerals and it will be analyzed by using statistics. The use of t-test formula was used to calculate the data. The analysis has related between the result of the students before and after applying TPR method.

To analyze the data acquisition in this research, the researcher identifies the results of implementing a treatment or method on the improving of students' vocabulary mastery. The scoring formula was described as follows:

1. To determine the grade of students' score before and after applying TPR method in percentage, the researcher used this following formula:

$$P = \frac{F}{N} \%$$

Where:

P = the percentage of students' grade

F = the number of students

N = the total number of students

(Anas Sudijono, 2004:98)

This is how the researcher categories the score:

Table 3.3

The criterion of percentage

| Score | Grade | Predicate |
|----------|-----------|-----------|
| 85-100 | Excellent | A |
| 70-84 | Good | B |
| 60-69 | Fair | C |
| 50-69 | Poor | D |
| Below 50 | Fail | E |

(Brown, 2004:288-294)

2. After knowing the percentage of students' score, the researcher calculated the mean of students' scores of pre-test and post-test by using the formula below:

$$M_x = \frac{\Sigma X}{N}$$

Where:

M_x = Mean of score

Σfx = Number of students' score

N = number of case/students

3. Therefore, after finding the mean and standard error of students' pre-test and post-test, the researcher used this following formula to calculate the result of t-test:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

(Siregar, 2004)

Where:

\bar{x}_1 = Mean of students' post-test score

\bar{x}_2 = Mean of students' pre-test score

S_1^2 = Variance of post-test

S_2^2 = Variance of pre-test

n_1 = The number of students' post-test

n_2 = The number of students' pre-test

4. The last, the researcher calculates the degree of freedom (d.f) to decide t-table by using this following formula:

$$df = N-1$$

After finding the result of t-test and t-table, the researcher decides the results based on this basic decision making:

If $t_{\text{test}} \geq t_{\text{table}}$, H_a is accepted and H_o is rejected

If $t_{\text{test}} \leq t_{\text{table}}$, H_a is rejected and H_0 is accepted

After finding the result of t-test and t-table, the researcher compared the t test using t-table distribution. If the value of t-test was higher than t-table, it can be interpreted that there is any significant improvement of students' English vocabulary mastery after applying TPR method. Therefore, if the value of t-test is lower than value of t-table, it can be defined that there is no significant improvement of students' English vocabulary after applying TPR method.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

After conducting the research, the results and its discussion are discussed in this chapter. The result of data analysis was conducted in line to formulated research questions. Before presenting the result and discussion of the research, the researcher describes the result of validity, reliability, and normality of the test. It also discusses the result of manual calculation and calculation using SPSS program.

A. The Results of Validity, Reliability and Normality Test

The result descriptions of the validity, reliability, normality test are defined as follows:

1. Validity

The instrument is valid if it can be measured the variables which are investigated. In measuring the validity of the test, the researcher calculated the result by using SPSS program. To know the value of r_{table} , the researcher used the calculation result of Pearson's Correlation Table (it can be found in Appendices). The value of r_{table} in 5% of significant value is 0.349. After finding the result of r_{count} , the researcher decided the result based on this basic decision making:

Ha is accepted if $r_{count} > 0$ and $r_{count} > r_{table}$

Ha is rejected if $r_{count} < 0$ and $r_{count} < r_{table}$

The validity result categorization is described in the table below:

Table 4.1
The Result of Validity Test

Item Statistics

| The question number | r_{table} | Correlation | r_{count} | Validity |
|----------------------------|--------------------------|---|--------------------------|-----------------|
| 1 | 0.349 | r _{count} > r _{table} | 0.449 | Valid |
| 2 | 0.349 | r _{count} < r _{table} | 0.336 | - |
| 3 | 0.349 | r _{count} > r _{table} | 0.507 | Valid |
| 4 | 0.349 | r _{count} > r _{table} | 0.483 | Valid |
| 5 | 0.349 | r _{count} > r _{table} | 0.507 | Valid |
| 6 | 0.349 | r _{count} > r _{table} | 0.499 | Valid |
| 7 | 0.349 | r _{count} > r _{table} | 0.504 | Valid |
| 8 | 0.349 | r _{count} > r _{table} | 0.471 | Valid |
| 9 | 0.349 | r _{count} > r _{table} | 0.507 | Valid |
| 10 | 0.349 | r _{count} > r _{table} | 0.499 | Valid |
| 11 | 0.349 | r _{count} > r _{table} | 0.492 | Valid |
| 12 | 0.349 | r _{count} > r _{table} | 0.483 | Valid |
| 13 | 0.349 | r _{count} > r _{table} | 0.440 | Valid |
| 14 | 0.349 | r _{count} > r _{table} | 0.504 | Valid |
| 15 | 0.349 | r _{count} > r _{table} | 0.369 | Valid |
| 16 | 0.349 | r _{count} > r _{table} | 0.499 | Valid |
| 17 | 0.349 | r _{count} > r _{table} | 0.483 | Valid |

| | | | | |
|----|-------|---------------------------------------|-------|-------|
| 18 | 0.349 | $r_{\text{count}} > r_{\text{table}}$ | 0.507 | Valid |
| 19 | 0.349 | $r_{\text{count}} > r_{\text{table}}$ | 0.471 | Valid |
| 20 | 0.349 | $r_{\text{count}} > r_{\text{table}}$ | 0.504 | Valid |

According to table 4.1 which has been presented, the researcher found that from 20 questions that had been tested to students, there are 19 questions which are valid and 1 question is not valid. The valid numbers are 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, and 20. On the other hand, invalid number is 2.

2. Reliability

Reliability refers to how consistent the test scores are. From the calculation and analysis, the computation of instrument's reliability found the reliability value (r_{11}) is 0.76. Therefore, r_{11} should be compared with r_{table} of product moment. In calculating the result of validity, the total number of test takers (N) is 32. The value of r_{table} at 5% of significant value of product moment showed 0.34.

To decide the instrument is reliable or not, the reliability value (r_{11}) will be compared with r_{table} . An instrument is reliable if the reliability value is higher than r_{table} . According to that basic decision making, the results show that r_{11} (0.76) is higher than r_{table} (0.34) or it is called ($0.76 > 0.34$). From that results, it can be interpreted the instrument used in this study is reliable.

3. Normality

Normality refers to know whether the data which is going to be taken is from normal distribution or not. To measure the normality of the data, the researcher used SPSS program.

Table 4.2

Test of Normality

| | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|----------|---------------------------------|----|------|--------------|----|------|
| | Statistic | df | Sig. | Statistic | df | Sig. |
| PRETEST | .124 | 32 | .200 | .973 | 32 | .577 |
| POSTTEST | .141 | 32 | .108 | .947 | 32 | .118 |

Based on the table 4.1, it shows that the result of normality test of pre-test is 0.118 and post-test is 0.577. It can be concluded from the basic decision making:

Ha is accepted if sig. value > 0.05

Ha is rejected if sig. value < 0.05

According to the basic decision making, it can be seen that sig. value > 0.05 or it is called $0.118 > 0.05$ and $0.577 > 0.05$. From that result, it can be concluded that the data is from normal distribution.

B. Research Findings

It has been presented previously that the researcher wanted to conduct the research which purposed to investigate the implementation of Total

Physical Response (TPR) method in mastering students' English vocabulary who are taught before and after applying TPR method.

This research was conducted on February 2022. First, the researcher gave pre-test to the students. It was given before the researcher gave a treatment and post-test. The questions were used to know the students' understanding about English vocabulary on command words. It was 20 numbers, and it consisted of multiple choices, matching, and translating test.

After calculating the result of students' pre and post-test, the researcher can find the result of the tests. It will be presented as follows:

1. The Results of Students' English Vocabulary Mastery of the First Grade of SMP N 1 Kendal Before Applying Total Physical Response Method

In order to know the results of the research, the researcher used two tests consisted of pre-test and post-test. The researcher gave pre-test to the students before giving any materials and treatments. It was aimed to measure the students' ability in mastering vocabulary before they were given treatment. The researcher calculated the score of pre-test. It is described as follows:

Table 4.3**Students' score of pre-test**

| No | Students' Pre-test Score |
|-----------|---------------------------------|
| 1 | 95 |
| 2 | 25 |
| 3 | 55 |
| 4 | 75 |
| 5 | 30 |
| 6 | 25 |
| 7 | 50 |
| 8 | 45 |
| 9 | 80 |
| 10 | 30 |
| 11 | 65 |
| 12 | 65 |
| 13 | 65 |
| 14 | 60 |
| 15 | 40 |
| 16 | 65 |
| 17 | 35 |
| 18 | 85 |

| | |
|----|-------------|
| 19 | 50 |
| 20 | 75 |
| 21 | 55 |
| 22 | 60 |
| 23 | 55 |
| 24 | 55 |
| 25 | 40 |
| 26 | 20 |
| 27 | 60 |
| 28 | 70 |
| 29 | 85 |
| 31 | 15 |
| 31 | 25 |
| 32 | 55 |
| | 1710 |

To know the result of the students in percentage, the researcher applied this following formula:

$$\begin{aligned}
 \text{The percentage of the score (pre-test)} &= \frac{\text{Total Score}}{\text{The number of the students}} \% \\
 &= \frac{1710}{32} \% \\
 &= 53.44 \%
 \end{aligned}$$

The table below is to know the grade and level of students' achievement in mastering vocabulary before and after applying TPR method.

Table 4.4

The criterion of percentage

| Score | Grade | Predicate |
|--------|-----------|-----------|
| 85-100 | Excellent | A |
| 70-84 | Good | B |
| 60-69 | Fair | C |
| 50-69 | Poor | D |

(Brown, 2004:288-294)

According to the calculation above, students' English vocabulary mastery before applying TPR method is 53.44%. Based on the table criterions of percentage, it means that the grade of students' mastery on vocabulary before applying TPR is poor.

After knowing the students' score percentage of pre-test, the researcher calculates the mean of pre-test. It is described as follows:

$$\begin{aligned}
 \bar{X}_2 &= \frac{\Sigma X}{N} \\
 &= \frac{1710}{32} \\
 &= 53.4375
 \end{aligned}$$

According to the Table 4.3, the highest score of pre-test is 95, and the lowest score of pre-test is 15. The pre-test result is defined from the result of students score calculation before applying TPR method. It comes from the total score, result of students score percentage, and mean of pre-test. The total score of students' pre-test score is 1710. The result of students' pre-test percentage is 53.44% which means the category of students score in pre-test is poor. Meanwhile, the mean of pre-test is 53.4375.

2. The Results of Students' English Vocabulary Mastery of the First Grade of SMP N 1 Kendal After Applying Total Physical Response Method

After giving a pre-test in the first meeting, the researcher gave a treatment and post-test to the students. It was aimed to know the difference of students' vocabulary mastery before and after applying TPR method. The result can be defined as follows:

Table 4.5**Students' Score of Post-test**

| No | Post-test |
|-----------|------------------|
| 1 | 100 |
| 2 | 90 |
| 3 | 80 |
| 4 | 85 |
| 5 | 85 |
| 6 | 85 |
| 7 | 75 |
| 8 | 70 |
| 9 | 85 |
| 10 | 85 |
| 11 | 70 |
| 12 | 80 |
| 13 | 80 |
| 14 | 85 |
| 15 | 90 |
| 16 | 80 |
| 17 | 75 |
| 18 | 100 |
| 19 | 80 |

| | |
|----|-------------|
| 20 | 100 |
| 21 | 90 |
| 22 | 80 |
| 23 | 80 |
| 24 | 90 |
| 25 | 65 |
| 26 | 75 |
| 27 | 95 |
| 28 | 90 |
| 29 | 100 |
| 30 | 80 |
| 31 | 65 |
| 32 | 80 |
| | 2670 |

To know the result of the students in percentage, the researcher applied this following formula:

$$\text{The percentage of the score (post-test)} = \frac{\text{Total Score}}{\text{The number of the students}} \%$$

$$= \frac{2670}{32} \%$$

$$= 83.44 \%$$

The table below is to know the grade and level of students' achievement in mastering vocabulary before and after applying TPR method.

Table 4.6

The criterion of percentage

| Score | Grade | Predicate |
|--------------|--------------|------------------|
| 85-100 | Excellent | A |
| 70-84 | Good | B |
| 60-69 | Fair | C |
| 50-69 | Poor | D |
| Below 50 | Fail | E |

(Brown, 2004:288-294)

Therefore, the students' English vocabulary mastery after applying TPR has score percentage 83.44% which means that the grade of students' mastery on English vocabulary after applying TPR method is good.

After knowing the students' score percentage, the researcher calculates the mean of post-test. The results can be described as follows:

$$\begin{aligned}\bar{X}_1 &= \frac{\Sigma X}{N} \\ &= \frac{2670}{32} \\ &= 83.4375\end{aligned}$$

According to the Table 4.5, the highest score of post-test is 100, and the lowest score of post-test is 65. The post-test result is formulated from the results of students' score after applying TPR method. It is defined from the total score of post-test, result of students score percentage, and mean of post-test. The total score of students' post-test score is 2670. The students score percentage is 83.44% which means the category of students' post-test score after applying TPR method is good. Therefore, the mean of post-test is 83.4375.

3. The Significant Differences of Students' English Vocabulary Mastery Before and After Applying Total Physical Response (TPR) Method

After finding the result of pre-test and post-test score, the researcher calculated the result of significant differences of students' English vocabulary mastery before and after applying TPR method. The difference comes from the result of pre-test and post-test. The calculation of significant differences of students' English vocabulary mastery before and after applying TPR method is explained as follows:

- a. Determining t-table in 5% level of significances with degree of freedom

with this following formula:

$$df = N-1$$

$$= 32 - 1$$

= 31 (the table of t-values at level of 5% significance can be seen on appendices).

The value of df 31 at degree of 5% significance or it is called t-table is 2.04.

b. Calculating the value of t-test

Based on the calculations which have been calculated, there are found the mean of pre-test and post-test, the result of standard error, and degree of freedom at 5% significance to calculate t-test. According to those results, the calculation of t-test can be formulated as follows:

$$\begin{aligned}
 T_{test} t &= \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}} \\
 &= \frac{83.4375 - 53.4375}{\sqrt{\frac{426.512}{32} + \frac{91.028}{32}}} \\
 &= 9.594
 \end{aligned}$$

The researcher concludes the hypothesis with the results of mean, degree of freedom (df), and the value of t-table and t-test. Meanwhile, the result of degree of freedom (df) of 5% significance level is 2.04 which means 2.04 is the value of t-table. The result calculation of t-test is 9.549.

After knowing the value of t-test, the result of t-test is compared by t-table to find the significant level. If t-test is higher than t-table, it shows that there is significant improvement on students' English vocabulary mastery after applying TPR method. On the other hand, if the value of t-test is smaller than t-table, it can be concluded that there is no significant improvement on

students' English vocabulary mastery after applying TPR method. The results of manual calculation show on this table below:

Table 4.7
The Results of T-test Using Manual Calculation

| Mean | | t-table | t-test | df |
|-----------|---------|----------|--------|----|
| | | 5% level | | |
| Pre-test | 53.4375 | 2.04 | 9.594 | 31 |
| Post-test | 83.4375 | | | 31 |

From the table above, it can be concluded that the result of t-test is 9.594, and value of df (degree of freedom) was 31 on 5% degree of significance is 2.04. Comparing the t-test with value of significance degree on t-table, the result is $9.594 > 2.04$.

The criteria to analyze whether there is significant improvement or not after applying TPR method is according to this basic decision making:

Ha: there is an improvement of students' English vocabulary mastery after applying Total Physical Response (TPR) method.

Ho: there is no improvement of students' English vocabulary mastery after applying Total Physical Response (TPR) method.

If $t\text{-test} \geq t\text{-table}$, Ha is accepted and Ho is rejected

If $t\text{-test} \leq t\text{-table}$, Ha is rejected and Ho is accepted

Since t-test is higher than t-table which is obtained from the results of calculation, it can be interpreted that Ha is accepted and Ho is rejected.

4. The Test Results of Pre-Test And Post-Test by Using SPSS Program

Table 4.8

The results of paired sample test using SPSS Program on pre-test and post-test

Paired Sample Test

| Paired Differences | | | | | |
|--------------------|------------------|-----------|----------------|-----------------|---|
| | | Mean | Std. deviation | Std. Error Mean | 95% Confidence Interval of the Difference |
| | | | | | Lower |
| Pair 1 | pretest-posttest | -30.00000 | 17.68907 | 3.12702 | -36.37759 |

Paired Sample Test

| | | Paired Differences | | | |
|--------|------------------|---|--------|----|-----------------|
| | | 95% Confidence Interval of the Difference n | t | df | Sig. (2-tailed) |
| | | Upper | | | |
| Pair 1 | pretest-posttest | -23.62241 | -9.594 | 31 | .000 |

The calculation of data which was calculated by using SPSS program represented the results of mean of pre-test and post-test was 30.000, standard deviation was 17.689, standard error was 3.127, and t-test was 9.549.

Based on both manual calculation and SPSS program, it can be seen that t-test is higher than t-table. It can be defined that there is significant improvement on students who are taught before and after applying TPR method.

C. Discussion

This research aimed at investigating the implementation of Total Physical Response (TPR) method at first grade of SMP N 1 Kendal. In order to achieve the aim, the researcher conducted a research on February 2022. This current research is to find out the results of students who are taught before applying TPR method, the result of students who are taught after applying TPR method, and significant difference between students who are taught before and after applying TPR method. The population of this research was students of first grade of SMP N 1 Kendal. It consisted of 265 students. The researcher chose 7G as the sample. Data collection came from documentation and test. The documentation includes the teacher's lesson plan and list of students' name, and then it was analyzed carefully by the researcher. There were 4 meetings consisting of pre-test, giving a treatment twice, and post-test. The application of treatment was in second meeting. TPR was applied to the students by physical activities. It built around the coordination of speech and action. By implementing TPR, students were

expected to be able to be more involved in teaching learning process in the classroom. Therefore, it was also expected to make improvements on students' vocabulary mastery. After the data was collected and analyzed, the researcher was found the result of pre-test, post-test, and significant difference.

The pre-test was conducted on 5th February 2022. It was aimed to know the students' ability in their mastery of English vocabulary before receiving treatment. The result calculation showed that the students' ability on vocabulary mastery was poor. It can be seen from the table 4.3 that the highest score of pre-test is 95, and the lowest score of pre-test is 15. The total score obtained from pre-test is 1710. After calculating to decide the score grade, it was found 53.44% which means the students' English vocabulary ability in pre-test is in poor grade. Mean of pre-test was calculated from the students' total score divided by the number of students. Therefore, the mean of pre-test is 53.4375.

The post-test was held on 7th March 2022. It was conducted to students after they received treatments. It was expected that the treatment will give an improvement on students' ability in improving their English vocabulary. The results of students' post-test score were collected and analyzed by the researcher. It showed that the students' score after applying TPR method is good. The results calculation presented on Table 4.5 that the highest score of students' post-test was 100, and the lowest score was 65. The calculation of students' post-test score was 83.44% which means is good according to the table criterion which has been presented earlier. The total score of post-test is

2670. Mean of post-test was calculated from the total score of post-test divided by the number of students. Mean of post-test is 83.4375.

After the data from pre-test and post-test was calculated manually and also used SPSS program, the researcher calculated the final result to find out the significant difference of pre-test and post-test. The result calculation came from the comparison between t-test and t-table. Furthermore, based on the data calculation, the researcher found that t-test value was higher than t-table at 5% significance level. Where the result of t-test was = 9.549, t-table = 2.04. It can be seen that t-test was higher than t-table ($9.549 > 2.04$). From those result findings which is t-test value is higher than t-table, it was indicated that the alternative hypothesis (H_a) is accepted while the null hypothesis (H_o) is rejected. Therefore, it can be concluded that there is significant improvement of students' English vocabulary mastery who are taught before and after applying TPR method at first grade of SMP N 1 Kendal.

Moreover, the findings from this current research are in line with previous studies that have been presented earlier in Chapter 2. Most of the result of previous studies that have been mentioned previously proved that TPR was quite successful in teaching English. It was not just in teaching to improve vocabulary mastery. It was also used to teach in improving students' ability in using prepositional of place, speaking skill, and also pronunciation of command words.

The number of research which indicated in improving vocabulary mastery came from the research related to the thesis from Pratika Ika Latifa

(2016) in the research *The Effect of Total Physical Response (TPR) on Teaching Vocabulary for Fifth Grade of SDIT Al Furqon Palangkaraya*. The result showed that TPR was an appropriate method to teach vocabulary. TPR helped the students to memorize things easier. It was proven by the calculation result of the acceptance of alternative hypothesis which stated that teaching vocabulary by using TPR gave improvement towards vocabulary. The difference from this research comes from the population of the research. Latifa's research used young learners at elementary school as the object of the research. Meanwhile, this current research used young learners at first grade of Junior High School.

The research written by Rizkia Afdaliza Mokoginta (2018) under the title *Applying Total Physical Response Method in Mastering Vocabulary for Students' of Junior High School Level (A Research Conducted at Seven Grade of SMPN 1 Kotamobagu* found that students who applied TPR were able to remember more vocabulary because students got their experience in learning vocabulary. The hypothesis showed that $t\text{-observe} > t\text{-table}$ ($12.91 > 1.714$). The results implied that TPR method was successfully improved students' vocabulary mastery. The difference comes from the calculation result. Mokoginta's research found $t\text{-test} > t\text{-table}$ ($12.91 > 1.714$). Meanwhile, the current research gained the calculation result from $t\text{-test}$ and $t\text{-table}$ ($9.594 > 2.04$).

In another research of Mercy Sarah Swaty (2019) entitled *A Thesis: Improving Young Learners Vocabulary through Total Physical Response*

Method found the significant improvement of students' achievement. The main factor affecting this improvement was the students' interest in learning English through Total Physical Response. This was also proven by the score of students' pre-test, post-test, and interview. The research differences between Swaty's research and this current research are in the research methodology and data collection. Swaty's research applied action research design which was divided into two cycles which each cycle consisted of teaching-learning process and tests. Furthermore, the object of the research was the young learners around 7-12 years old. While this current research was applied pre-experimental design which focused on pre-test, treatments, post-test, and measuring significant improvement on students' vocabulary mastery. The sample used in this current research was the first grade of junior high school. The data collection in Swaty's research used tests and interview. Meanwhile, in this current research, the data collection used documentation and tests.

Research from Sarifudin (2015) presented a research of Total Physical Response method in using prepositional of place. This research entitled *The Effectiveness of Total Physical Response Method on Students Ability in Using Preposition of Place* showed the finding of the research was teaching preposition of place through TPR was more effective than teaching prepositional of place without TPR. It could be seen from the result of comparison between t-test and t-table. It showed that t-test was higher than t-table ($2.18 > 2.006$) which meant teaching preposition of place by using TPR

method is more effective. The differences from Sarifudin's research and this current research come from the focus of improvement by TPR method and research methodology. Sarifudin's research focused on the improvement of students' ability in using prepositional of place. The research design used in Sarifudin's research was quasi-experimental design which used two classes divided into experimental class and controlled class. On the other hand, this current research focused on the improvement on students' English vocabulary mastery. The research design applied in this current research was pre-experimental design which used one-group-test.

In another research came from Sri Nurjasmini Samir (2017) indicated the research about teaching pronunciation by using Total Physical Response method in the title *The Use of Total Physical Response (TPR) Method in Teaching Pronunciation of Command Words at the Second Year of MTsN 408 Binamu Jeneponto*. The result found the students' scores were higher after treatment in experimental class by using TPR method. In this case, TPR method successfully increased the students' pronunciation of command words. The differences between Samir's research and this current research define from the focus of TPR in improving the students and research design. Samir's research focused on improving students' pronunciation of command words. The design used in Samir's research was quasi-experimental design with two groups pre-test and post-test. Furthermore, this current research focused on improving students' English vocabulary mastery. The design used in this

current research applied pre-experimental design divided into one group pre-test and post-test.

A research was from Moh. Mahmud (2017) concluded the research about Total Physical Response method in improving students' speaking skill. This research was entitled *The Effectiveness of Total Physical Response in the Teaching Speaking Skill*. It was proven that there was a significant effect of teaching speaking skill using Total Physical Response method. It can be seen from the result of influence assessment with pre-test and post-test which was indicated that students score after TPR treatment have higher score than students who taught without using TPR. The differences which are indicated between Mahmud's research and this current research stated from the research methodology and the focus of the students' improvement. Mahmud's research applied true experimental design. Furthermore, on Mahmud's research focused on improving students' speaking skill at second grade of Senior High School. On the other hand, this research applied pre-experimental design. This current research focused on improving students' English vocabulary mastery at the first grade of Junior High School.

Therefore, the conclusion of the differences of this current research and previous research which has been presented by the researcher comes from the research methodology, the result, and focus on students' improvement by TPR method. It also proved that TPR is effective method to be taught to every educational level particularly to young learners. According to the results, the implementation of Total Physical Response method is effective in increasing

the students' English vocabulary mastery. TPR helps the students to remember more vocabulary they are learning since we know that young learners like to do a movement. Moreover, TPR can be applied in every aspect of teaching and learning English. It is not only in improving vocabulary mastery, but also in improving pronunciation, the ability of using prepositional of place, and speaking skill.

CHAPTER V

CONCLUSION AND SUGGESTION

This is the last chapter used to summarize this research. This chapter covers conclusions and suggestions. The suggestions are given to the teacher, students, readers, and further researcher.

A. Conclusions

Based on research findings and discussion that have been presented, the researcher concludes that:

1. The scores result of first grade students of SMP N 1 Kendal before applying TPR method is found that the highest score is 95 and the lowest score is 15 on students' pre-test scores. The mean of pre-test is 53.4375, and the score percentage is 53.44% which means the category of student grades before applying TPR method is poor.
2. The scores result of students at first grade of SMP N 1 Kendal after applying TPR method is indicated that the highest score is 100 and the lowest score is 65. The mean of post-test is 83.4375. The score percentage is 83.44% which means the category of student grades after applying TPR method is good.
3. The significant differences on students' English vocabulary mastery who are taught before and after applying TPR method can be defined from the comparison between the result of t-test and t-table. After calculating manually and using SPSS program, the result of t-test is 9.549, and t-table

at 5% level of significance is 2.04. From those results, the t-test value is higher than t-table ($9.549 > 2.04$). Therefore, it can be concluded that alternative hypothesis (H_a) is accepted while the null hypothesis (H_0) is rejected. It means that there is significant difference on students' English vocabulary mastery who are taught before applying TPR method and who are taught after applying TPR method. It also proved that teaching English vocabulary mastery through Total Physical Response is more effective.

B. Suggestions

Based on the conclusions above, the researcher delivers some suggestions to go:

1. Teachers

- a. The teachers are expected to increase creative method in teaching learning process which makes the students interested in learning English.
- b. English teacher is expected to use TPR method as alternative technique teaching particularly in teaching English vocabulary.
- c. By using TPR, the teacher is expected to reduce students' stress, so they feel enjoy in teaching English.
- d. English teacher should give the opportunity to the students to get involved in teaching learning process.

2. Students

- a. Students are expected to increase their interest in learning English through any other methods or ways.

- b. Students should be given more opportunity to improve their vocabulary mastery.
 - c. Students should give respect their teacher fully attention to the lesson in order to support the teaching learning process running well.
3. Readers
- a. The readers are expected to be able to make this final project as an inspiration in making writings related to theory of TPR method.
 - b. In understanding and reading this final project, it would be better if the readers also read books and references that have been referred to in the literature review and bibliography.
4. Future Researchers
- a. Future researchers are expected to fill the gap and weakness of this research particularly in developing the references about technique in improving vocabulary mastery.
 - b. By this current research, future researchers can make an evaluation.
 - c. Future researchers are expected to be able to make better improvement through better invention of the research.

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APPENDIX 1

Students' Name of 7G Class

| No | Students Name |
|-----|----------------------------|
| 1. | Ahmad Bahrudin Abdillah |
| 2. | Alfian Nur Khafidin |
| 3. | Ani Hidayati |
| 4. | Bunga Lutvia Wadinna |
| 5. | Danang Daniswara |
| 6. | Della Fauza |
| 7. | Dzaky Prayata Naufal R. |
| 8. | Ersita Tri Puji Astuti |
| 9. | Farhan Dwi Putra |
| 10. | Galih Indra Dwi Purnomo |
| 11. | Hanifah Syahira Nuraini |
| 12. | Irvan Maulana Ardhiansyah |
| 13. | Khansa Evelynna Evanthy |
| 14. | M. Raihan Julian Saputra |
| 15. | Marcella Mirza Anantika |
| 16. | Muhammad Aldi Nurul Alfian |
| 17. | Muhammad Wahyu Rizky R. |
| 18. | Muhammad Daffa Firmansya |
| 19. | Muhammad Hilmi Bil Adib |
| 20. | Muhammad Munir |
| 21. | Muhammad Rivansyah |
| 22. | Muhammad Syaifuddin Wahid |
| 23. | Nabila Aulia Rizqi |
| 24. | Niken Rahmawati |
| 25. | Nizar Akhmad Fahreza |
| 26. | Rahana Dwi Pita Sari |
| 27. | Ravi Tri Pangestu |
| 28. | Rizky Octaviano |
| 29. | Sakinah Azka Musawa |
| 30. | Syafira Nur'aini |
| 31. | Yusufa Narendra Cresna |
| 32. | Zenith Ariva Novadinata |

APPENDIX 2

Research Instrument

RENCANA PELAKSANAAN PEMBELAJARAN

| | |
|----------------|--|
| Sekolah | : SMP N 1 Kendal |
| Mata Pelajaran | : Bahasa Inggris |
| Kelas/Semester | : VII/Genap |
| Judul Bab | : We love what we do |
| Materi Pokok | : Kalimat Deklaratif (<i>positive and negatve command</i>) dalam Simple Present Tense |
| Alokasi Waktu | : 60 Menit |

A. Kompetensi Dasar

- 3.6 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang, binatang, benda sesuai dengan konteks penggunaannya (perhatikan unsur kebahasaan kalimat deklaratif dalam *simple present tense*).
- 4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait tingkah laku/tindakan/fungsi orang, binatang, dan benda dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar sesuai dengan konteks.

B. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

- Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan, teks interaksi transaksional lisan dan tulis kalimat deklaratif dalam *simple present tense* yang melibatkan tindakan memberi dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang, binatang, benda sesuai dengan konteks penggunaannya.
- Membuat kalimat deklaratif dalam *simple present tense* yang melibatkan tindakan memberi dan meminta informasi terkait tingkah

laku/tindakan/fungsi orang, binatang, dan benda dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar sesuai dengan konteks.

C. Media Pembelajaran, Alat/Bahan & Sumber Belajar

- **Media dan Metode:** worksheet atau lembar kerja (siswa), bahan ajar, lembar penilaian, dan metode *Total Physical Response (TPR)*, *individual work* dan *group work*.
- **Alat/Bahan:** papan tulis, spidol, penghapus.
- **Sumber Belajar:** Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris *When English Rings a Bell* SMP Kelas VII, bahan ajar, internet, dan sumber lain yang relevan.

D. Langkah-Langkah Pembelajaran

| Kegiatan Pendahuluan (5 menit) | |
|--|--|
| Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran. Mengecek daftar hadir siswa sebagai bentuk kedisiplinan dan siswa merespon. | |
| Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya. | |
| Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) mempelajari materi : Simple Present Tense | |
| Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh, | |
| Kegiatan Inti (50 menit) | |
| Kegiatan Literasi | Peserta didik diberi rangsangan untuk memusatkan perhatian pada topik materi dengan cara melihat, mengamati, membaca melalui tayangan atau ilustrasi yang di tampilkan. |
| Critical Thinking | Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar khususnya pada materi <i>Simple Present Tense</i> . |
| Collaboration | Guru meminta beberapa siswa untuk menjadi <i>volunteer</i> untuk mengikuti dan merespon kalimat perintah yang telah diberikan oleh |

| | |
|---|---|
| | guru. |
| Communication | Peserta didik menganalisis dan mengevaluasi kalimat-kalimat terkait <i>Simple Present Tense</i> . Siswa yang sudah mampu mengucapkan command yang telah diberikan oleh guru diberi kesempatan untuk mempraktekkan kepada teman-temannya. |
| Creativity | Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <i>Simple Present Tense</i> dalam kalimat deklaratif. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami |
| Kegiatan Penutup (5 Menit) | |
| <ul style="list-style-type: none"> • Peserta didik dan guru merefleksi kegiatan pembelajaran. • Peserta didik dan guru menarik kesimpulan dari hasil kegiatan pembelajaran. • Guru memberikan penghargaan (misalnya pujian atau bentuk penghargaan lain yang relevan) kepada kelompok / perorangan yang kinerjanya baik. • Guru menugaskan peserta didik untuk terus mencari informasi dimana saja yang berkaitan dengan materi/pelajaran yang sedang atau yang akan pelajari. • Guru menyampaikan materi pembelajaran berikutnya. • Guru menutup kegiatan pembelajaran dengan mengucapkan salam dan doa. | |

Kendal, Januari 2022

Mengetahui,
Guru Mata Pelajaran

Anis Safira
NPM.18420119

RENCANA PELAKSANAAN PEMBELAJARAN

| | |
|----------------|---|
| Sekolah | : SMP N 1 Kendal |
| Mata Pelajaran | : Bahasa Inggris |
| Kelas/Semester | : VII/Genap |
| Judul Bab | : We love what we do |
| Materi Pokok | : Kalimat Deklaratif (<i>positive and negative command</i>) dalam Simple Present Tense |
| Alokasi Waktu | : 60 Menit |

E. Kompetensi Dasar

- 3.6 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang, binatang, benda sesuai dengan konteks penggunaannya (perhatikan unsur kebahasaan kalimat deklaratif dalam *simple present tense*).
- 4.7 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait tingkah laku/tindakan/fungsi orang, binatang, dan benda dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar sesuai dengan konteks.

F. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

- Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan, teks interaksi transaksional lisan dan tulis kalimat deklaratif dalam *simple present tense* yang melibatkan tindakan memberi dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang, binatang, benda sesuai dengan konteks penggunaannya.
- Membuat kalimat deklaratif dalam *simple present tense* yang melibatkan tindakan memberi dan meminta informasi terkait tingkah laku/tindakan/fungsi orang, binatang, dan benda dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar sesuai dengan konteks.

G. Media Pembelajaran, Alat/Bahan & Sumber Belajar

- **Media dan Metode:** worksheet atau lembar kerja (siswa), bahan ajar, lembar penilaian, dan metode *Total Physical Response (TPR)*, *individual work* dan *group work*.
- **Alat/Bahan:** papan tulis, spidol, penghapus.
- **Sumber Belajar:** Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris *When English Rings a Bell* SMP Kelas VII, bahan ajar, internet, dan sumber lain yang relevan.

H. Langkah-Langkah Pembelajaran

| Kegiatan Pendahuluan (5 menit) | |
|--|--|
| Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran. Mengecek daftar hadir siswa sebagai bentuk kedisiplinan dan siswa merespon. | |
| Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya. | |
| Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) mempelajari materi : Simple Present Tense | |
| Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh, | |
| Kegiatan Inti (50 menit) | |
| Kegiatan Literasi | Peserta didik diberi rangsangan untuk memusatkan perhatian pada topik materi dengan cara melihat, mengamati, membaca melalui tayangan atau ilustrasi yang di tampilkan. |
| Critical Thinking | Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan materi yang disajikan dan akan dijawab melalui kegiatan belajar khususnya pada materi <i>Simple Present Tense</i> . |
| Collaboration | Peserta didik dibentuk dalam beberapa kelompok untuk menjawab soal terkait materi <i>Simple Present Tense</i> dalam kalimat deklaratif pada <i>negative command</i> . |
| Communication | Peserta didik menganalisis dan mengevaluasi kalimat-kalimat terkait <i>Simple Present Tense</i> dalam kalimat deklaratif pada <i>negative command</i> , kemudian menjawab pertanyaan dari guru seputar kalimat- |

| | |
|---|---|
| | kalimat yang telah dipahami. |
| Creativity | Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <i>Simple Present Tense</i> dalam kalimat deklaratif. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami |
| Kegiatan Penutup (5 Menit) | |
| <ul style="list-style-type: none"> • Peserta didik dan guru merefleksi kegiatan pembelajaran. • Peserta didik dan guru menarik kesimpulan dari hasil kegiatan pembelajaran. • Guru memberikan penghargaan (misalnya pujian atau bentuk penghargaan lain yang relevan) kepada kelompok / perorangan yang kinerjanya baik. • Guru menugaskan peserta didik untuk terus mencari informasi dimana saja yang berkaitan dengan materi/pelajaran yang sedang atau yang akan pelajari. • Guru menyampaikan materi pembelajaran berikutnya. • Guru menutup kegiatan pembelajaran dengan mengucapkan salam dan doa. | |

Kendal, Januari 2022

Mengetahui,
Guru Mata Pelajaran

Anis Safira
NPM. 18420119

APPENDIX 3

Scoring of Pre-test

**STUDENTS' WORKSHEET OF
PRE-TEST**

SMP NEGERI 1 KENDAL

| | |
|----------------------------|------------------|
| Name: DELLA FAUZA | Date: 5 Februari |
| Class/Student number: TG/6 | Score: 25 |

A. Choose and cross (x) the correct answer!

1. The teacher wants you to clean the blackboard.
The teacher said: "..... the blackboard!"
a. Jump c. Clean
b. Walk Close

2. Don't eat in the classroom!
Translate it into Bahasa Indonesia!
a. Jangan buka pintu
 b. Jangan membuat kegaduhan
c. Jangan menyontek
d. Jangan makan di kelas

3. Today is English Exam.
The teacher said "....."
a. Don't cheating
b. Don't make a noise
 c. Don't close the door
d. Don't bother your friend

4. Anna comes to my house.
I said "come in and please"!

- a. Stand up c. Sit down
- b. Switch off d. Open

5. Walk to the table and touch it!
Translate the underline word into Bahasa Indonesia!
a. Berhenti c. Berdiri
 b. Berjalan d. Duduk

6. The class is very hot.
The teacher said "Don't the window!"
a. Close c. Clean
b. Open d. Walk

7. Pick up the red card and show it to the class.
Translate the underline word into Bahasa Indonesia!
a. Ambil c. Berjalan
b. Menulis d. Bersihkan

8.



What does the sign mean?

- a. Don't turn right
 - b. Don't stop here
 - c. Don't turn left
 - d. Park here
9. The floor is wet.
My friend said "....."
a. Don't play here
b. Don't switch off the lamp
 c. Don't touch the wall
d. Sit down

10. The floor is dirty.
My mother said "..... the floor!"
- a. Look Sweep
b. Throw d. Open

B. Match the Words in the left side with the Meaning on the Right Side!

| | |
|--------------------|-----------------|
| 11. Switch on (B.) | a. Berdiri |
| 12. Clean (C.) | b. Membersihkan |
| 13. Write (A.) | c. Tulis |
| 14. Stand up (R.) | d. Menutup |
| 15. Close (D.) | e. Nyalakan |

C. Translate these words into

Indonesia!

16. Write your name!

Siapa nama kamu!

17. Look outside!

Bagaimana kabarmu!

18. Come here!

kamu kesini!

19. Pick up the blue card!

Pink atau blue!

20. Turn right!

atau jangan ke arah kanan!

$$\begin{array}{r} 15 \\ 5 \\ 5 + \\ \hline 25 \end{array}$$

**STUDENTS' WORKSHEET OF
PRE-TEST**

SMP NEGERI 1 KENDAL

| | |
|--|-----------------------|
| Name: M Daffa Firmansyah | Date: 5-2-2022 |
| Class/Student number: 7B/18 | Score: 85 |

A. Choose and cross (x) the correct answer!

1. The teacher wants you to clean the blackboard.

The teacher said: "..... the blackboard!"

- a. Jump Clean
b. Walk d. Close

2. Don't eat in the classroom!

Translate it into Bahasa Indonesia!

- a. Jangan buka pintu
b. Jangan membuat kegaduhan
c. Jangan menyontek
 d. Jangan makan di kelas

3. Today is English Exam.

The teacher said "....."

- a. Don't cheating
b. Don't make a noise
c. Don't close the door
d. Don't bother your friend

4. Anna comes to my house.
I said "come in and please"!

- a. Stand up c. Sit down

- b. Switch off Open

5. Walk to the table and touch it!

Translate the underline word into Bahasa Indonesia!

- a. Berhenti c. Berdiri
 b. Berjalan d. Duduk

6. The class is very hot.

The teacher said "Don't the window!"

- a. Close c. Clean
b. Open d. Walk

7. Pick up the red card and show it to the class.

Translate the underline word into Bahasa Indonesia!

- a. Ambil c. Berjalan
b. Menulis d. Bersihkan

- 8.



What does the sign mean?

- a. Don't turn right
b. Don't stop here
 c. Don't turn left
d. Park here

9. The floor is wet.

My friend said "....."

- a. Don't play here
b. Don't switch off the lamp
c. Don't touch the wall
d. Sit down

10. The floor is dirty.
My mother said "..... the floor!"
- a. Look c. Sweep
~~b. Throw~~ d. Open

B. Match the Words in the left side with the Meaning on the Right Side!

| | |
|---------------------|-----------------|
| 11. Switch on (.e.) | a. Berdiri |
| 12. Clean (.b.) | b. Membersihkan |
| 13. Write (.c.) | c. Tulis |
| 14. Stand up (.a.) | d. Menutup |
| 15. Close (.d.) | e. Nyalakan |

C. Translate these words into

Indonesia!

16. Write your name!
 tulis nama kamu!
17. Look outside!
 lihat keluar!
18. Come here!
 datang kesini!
19. Pick up the blue card!
 ambil kartu biru itu!
20. Turn right!
 belok kanan!

$$\begin{array}{r} 40 \\ 25 \\ 20 \\ \hline 85 \end{array} +$$

APPENDIX 4

Scoring of Post-Test

STUDENTS' WORKSHEET OF
POST-TEST

SMP NEGERI 1 KENDAL

| | |
|---------------------------------|--|
| Name: DELLA FAUZA | Date: 7 Maret 2022 |
| Class/Student number: 7G / 6 | Score: 85 |

A. Choose and cross (x) the correct answer!

1. The teacher wants you to clean the blackboard.

The teacher said: "..... the blackboard!".

- a. Close c. Walk
 Clean d. Jump

2. Don't eat in the classroom.

Translate it into Indonesia!

- a. Jangan membuat kegaduhan
 Jangan makan di kelas
c. Jangan menyontek
d. Jangan buka pintu

3. Today is English Exam.

The teacher said "....."

- Don't close the door
b. Don't cheating
c. Don't bother your friend
d. Don't make a noise

4. Anna comes to my house.

I said "come in and please"!

- a. Sit down c. Stand up
b. Open Switch off

5. Walk to the table and touch it!

Translate the underline word into Indonesia!

- a. Duduk Berjalan
b. Berdiri d. Berhenti

6. The class is very hot.

The teacher said "don't the window!"

- a. Clean Close
b. Walk d. Open

7. Pick up the red card and show it to the class.

Translate the underline word into Indonesia!

- a. Menulis c. Bersihkan
 Ambil d. Berjalan

8.



What does the sign mean?

- a. Park here
 Don't turn left
c. Don't turn right
d. Don't stop here

9. The floor is wet.

My friend said "....."

- a. Don't touch the wall
b. Don't play here
 Sit down
d. Don't switch off the lamp

10. The floor is dirty.
My mother said "..... the floor!"
- a. Open c. Throw
~~X~~ Sweep d. Look

B. Match the Words in the left side with the Meaning on the Right Side!

| | |
|--------------------|-----------------|
| 11. Clean (g.) | a. Tulis |
| 12. Switch on (b.) | b. Menyalakan |
| 13. Close (d.) | c. Berdiri |
| 14. Stand up (c.) | d. Menutup |
| 15. Write (A.) | e. Membersihkan |

C. Translate these words into Indonesia!

16. Turn right!
belok kanan !
17. Write your name!
Tulis namamu !
18. Pick up the blue card!
Ambil kartu biru, !
19. Look outside!
lihat keluar !
20. Come here!
Sini !

$$\begin{array}{r} 35 \\ 25 \\ 25 \\ \hline 85 \end{array} +$$

**STUDENTS' WORKSHEET OF
POST-TEST
SMP NEGERI 1 KENDAL**

| | |
|------------------------------------|---------------------------|
| Name: Muhammad Daffa Firmansyah | Date: 26 February 2022 |
| Class/Student number: 7G/18 | Score: 100 |

A. Choose and cross (x) the correct answer!

- The teacher wants you to clean the blackboard.
The teacher said: "..... the blackboard!".
a. Close c. Walk
 b. Clean d. Jump
- Don't eat in the classroom.
Translate it into Indonesia!
a. Jangan membuat kegaduhan
 b. Jangan makan di kelas
c. Jangan menyontek
d. Jangan buka pintu
- Today is English Exam.
The teacher said "....."
a. Don't close the door
 b. Don't cheating
c. Don't bother your friend
d. Don't make a noise
- Anna comes to my house.
I said "come in and please"!

- a. Sit down c. Stand up
b. Open d. Switch off

5. Walk to the table and touch it!
Translate the underline word into Indonesia!

- a. Duduk b. Berjalan
c. Berdiri d. Berhenti

6. The class is very hot.
The teacher said "don't the window!"

- a. Clean b. Close
c. Walk d. Open

7. Pick up the red card and show it to the class.

Translate the underline word into Indonesia!

- a. Menulis c. Bersihkan
 b. Ambil d. Berjalan

8.



What does the sign mean?

- a. Park here
 b. Don't turn left
c. Don't turn right
d. Don't stop here

9. The floor is wet.
My friend said "....."

- a. Don't touch the wall
 b. Don't play here
c. Sit down
d. Don't switch off the lamp

10. The floor is dirty.

My mother said "..... the floor!"

- a. Open c. Throw
~~X~~ Sweep d. Look

B. Match the Words in the left side with the Meaning on the Right Side!

| | |
|---------------------|--|
| 11. Clean (.e.) | a. Tulis b. Menyalakan c. Berdiri d. Menutup e. Membersihkan |
| 12. Switch on (.b.) | |
| 13. Close (.d.) | |
| 14. Stand up (.c.) | |
| 15. Write (.a.) | |

C. Translate these words into Indonesia!

16. Turn right!

Belok kanan!

17. Write your name!

Tulis namamu!

18. Pick up the blue card!

Ambil kartu biru

19. Look outside!

Lihat keluar!

20. Come here!

Datang kesini!

50
25
25
100

APPENDIX 5

T-Table Value

| t Table | | | | | | | | | | | |
|----------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|--------------------------|---------------------------|--------------------------|---------------------------|---------------------------|
| cum. prob | <i>t</i> _{.50} | <i>t</i> _{.75} | <i>t</i> _{.90} | <i>t</i> _{.95} | <i>t</i> _{.98} | <i>t</i> _{.99} | <i>t</i> _{.995} | <i>t</i> _{.9975} | <i>t</i> _{.999} | <i>t</i> _{.9995} | <i>t</i> _{.9995} |
| one-tail | 0.50 | 0.25 | 0.20 | 0.15 | 0.10 | 0.05 | 0.025 | 0.01 | 0.005 | 0.001 | 0.0005 |
| two-tails | 1.00 | 0.50 | 0.40 | 0.30 | 0.20 | 0.10 | 0.05 | 0.02 | 0.01 | 0.002 | 0.001 |
| df | | | | | | | | | | | |
| 1 | 0.000 | 1.000 | 1.376 | 1.963 | 3.078 | 6.314 | 12.71 | 31.82 | 63.66 | 318.31 | 636.62 |
| 2 | 0.000 | 0.816 | 1.061 | 1.386 | 1.886 | 2.920 | 4.303 | 6.965 | 9.925 | 22.327 | 31.599 |
| 3 | 0.000 | 0.765 | 0.978 | 1.250 | 1.638 | 2.353 | 3.182 | 4.541 | 5.841 | 10.215 | 12.924 |
| 4 | 0.000 | 0.741 | 0.941 | 1.190 | 1.533 | 2.132 | 2.776 | 3.747 | 4.604 | 7.173 | 8.610 |
| 5 | 0.000 | 0.727 | 0.920 | 1.156 | 1.476 | 2.015 | 2.571 | 3.365 | 4.032 | 5.893 | 6.869 |
| 6 | 0.000 | 0.718 | 0.906 | 1.134 | 1.440 | 1.943 | 2.447 | 3.143 | 3.707 | 5.208 | 5.959 |
| 7 | 0.000 | 0.711 | 0.896 | 1.119 | 1.415 | 1.895 | 2.365 | 2.998 | 3.499 | 4.785 | 5.408 |
| 8 | 0.000 | 0.706 | 0.889 | 1.108 | 1.397 | 1.860 | 2.306 | 2.896 | 3.355 | 4.501 | 5.041 |
| 9 | 0.000 | 0.703 | 0.883 | 1.100 | 1.383 | 1.833 | 2.262 | 2.821 | 3.250 | 4.297 | 4.781 |
| 10 | 0.000 | 0.700 | 0.879 | 1.093 | 1.372 | 1.812 | 2.228 | 2.764 | 3.169 | 4.144 | 4.587 |
| 11 | 0.000 | 0.697 | 0.876 | 1.088 | 1.363 | 1.796 | 2.201 | 2.718 | 3.106 | 4.025 | 4.437 |
| 12 | 0.000 | 0.695 | 0.873 | 1.083 | 1.356 | 1.782 | 2.179 | 2.681 | 3.055 | 3.930 | 4.318 |
| 13 | 0.000 | 0.694 | 0.870 | 1.079 | 1.350 | 1.771 | 2.160 | 2.660 | 3.012 | 3.852 | 4.221 |
| 14 | 0.000 | 0.692 | 0.868 | 1.076 | 1.346 | 1.761 | 2.146 | 2.624 | 2.977 | 3.787 | 4.140 |
| 15 | 0.000 | 0.691 | 0.866 | 1.074 | 1.341 | 1.753 | 2.131 | 2.602 | 2.947 | 3.733 | 4.073 |
| 16 | 0.000 | 0.690 | 0.865 | 1.071 | 1.337 | 1.746 | 2.120 | 2.583 | 2.921 | 3.686 | 4.015 |
| 17 | 0.000 | 0.689 | 0.863 | 1.069 | 1.333 | 1.740 | 2.110 | 2.567 | 2.898 | 3.646 | 3.965 |
| 18 | 0.000 | 0.688 | 0.862 | 1.067 | 1.330 | 1.734 | 2.101 | 2.552 | 2.878 | 3.610 | 3.922 |
| 19 | 0.000 | 0.688 | 0.861 | 1.066 | 1.328 | 1.729 | 2.093 | 2.539 | 2.861 | 3.579 | 3.883 |
| 20 | 0.000 | 0.687 | 0.860 | 1.064 | 1.325 | 1.725 | 2.086 | 2.528 | 2.845 | 3.552 | 3.850 |
| 21 | 0.000 | 0.686 | 0.859 | 1.063 | 1.323 | 1.721 | 2.080 | 2.518 | 2.831 | 3.527 | 3.819 |
| 22 | 0.000 | 0.686 | 0.858 | 1.061 | 1.321 | 1.717 | 2.074 | 2.508 | 2.819 | 3.505 | 3.792 |
| 23 | 0.000 | 0.685 | 0.858 | 1.060 | 1.319 | 1.714 | 2.069 | 2.500 | 2.807 | 3.485 | 3.768 |
| 24 | 0.000 | 0.685 | 0.857 | 1.059 | 1.318 | 1.711 | 2.064 | 2.492 | 2.797 | 3.467 | 3.745 |
| 25 | 0.000 | 0.684 | 0.856 | 1.058 | 1.316 | 1.708 | 2.060 | 2.485 | 2.787 | 3.450 | 3.725 |
| 26 | 0.000 | 0.684 | 0.856 | 1.058 | 1.315 | 1.706 | 2.056 | 2.479 | 2.779 | 3.435 | 3.707 |
| 27 | 0.000 | 0.684 | 0.855 | 1.057 | 1.314 | 1.703 | 2.052 | 2.473 | 2.771 | 3.421 | 3.690 |
| 28 | 0.000 | 0.683 | 0.855 | 1.056 | 1.313 | 1.701 | 2.048 | 2.467 | 2.763 | 3.408 | 3.674 |
| 29 | 0.000 | 0.683 | 0.854 | 1.055 | 1.311 | 1.699 | 2.045 | 2.462 | 2.756 | 3.396 | 3.659 |
| 30 | 0.000 | 0.683 | 0.854 | 1.055 | 1.310 | 1.697 | 2.042 | 2.457 | 2.750 | 3.385 | 3.646 |
| 40 | 0.000 | 0.681 | 0.851 | 1.050 | 1.303 | 1.684 | 2.021 | 2.423 | 2.704 | 3.307 | 3.551 |
| 60 | 0.000 | 0.679 | 0.848 | 1.045 | 1.296 | 1.671 | 2.000 | 2.390 | 2.660 | 3.232 | 3.460 |
| 80 | 0.000 | 0.678 | 0.846 | 1.043 | 1.292 | 1.664 | 1.990 | 2.374 | 2.639 | 3.195 | 3.416 |
| 100 | 0.000 | 0.677 | 0.845 | 1.042 | 1.290 | 1.660 | 1.984 | 2.364 | 2.626 | 3.174 | 3.390 |
| 1000 | 0.000 | 0.675 | 0.842 | 1.037 | 1.282 | 1.646 | 1.962 | 2.330 | 2.581 | 3.098 | 3.300 |
| Z | 0.000 | 0.674 | 0.842 | 1.036 | 1.282 | 1.645 | 1.960 | 2.326 | 2.576 | 3.090 | 3.291 |
| | 0% | 50% | 60% | 70% | 80% | 90% | 95% | 98% | 99% | 99.8% | 99.9% |
| | Confidence Level | | | | | | | | | | |

APPENDIX 6

Pearson's Correlation Table

Pearson's Correlation Table

| df \ α | 0.2 | 0.1 | 0.05 | 0.02 | 0.01 | 0.001 |
|---------------|----------|----------|----------|----------|----------|----------|
| 1 | 0.951057 | 0.987688 | 0.996917 | 0.999507 | 0.999877 | 0.999999 |
| 2 | 0.800000 | 0.900000 | 0.950000 | 0.980000 | 0.990000 | 0.999000 |
| 3 | 0.687049 | 0.805384 | 0.878339 | 0.934333 | 0.958735 | 0.991139 |
| 4 | 0.608400 | 0.729299 | 0.811401 | 0.882194 | 0.917200 | 0.974068 |
| 5 | 0.550863 | 0.669439 | 0.754492 | 0.832874 | 0.874526 | 0.950883 |
| 6 | 0.506727 | 0.621489 | 0.706734 | 0.788720 | 0.834342 | 0.924904 |
| 7 | 0.471589 | 0.582206 | 0.666384 | 0.749776 | 0.797681 | 0.898260 |
| 8 | 0.442796 | 0.549357 | 0.631897 | 0.715459 | 0.764592 | 0.872115 |
| 9 | 0.418662 | 0.521404 | 0.602069 | 0.685095 | 0.734786 | 0.847047 |
| 10 | 0.398062 | 0.497265 | 0.575983 | 0.658070 | 0.707888 | 0.823305 |
| 11 | 0.380216 | 0.476156 | 0.552943 | 0.633863 | 0.683528 | 0.800962 |
| 12 | 0.364562 | 0.457500 | 0.532413 | 0.612047 | 0.661376 | 0.779998 |
| 13 | 0.350688 | 0.440861 | 0.513977 | 0.592270 | 0.641145 | 0.760351 |
| 14 | 0.338282 | 0.425902 | 0.497309 | 0.574245 | 0.622591 | 0.741934 |
| 15 | 0.327101 | 0.412360 | 0.482146 | 0.557737 | 0.605506 | 0.724657 |
| 16 | 0.316958 | 0.400027 | 0.468277 | 0.542548 | 0.589714 | 0.708429 |
| 17 | 0.307702 | 0.388733 | 0.455531 | 0.528517 | 0.575067 | 0.693163 |
| 18 | 0.299210 | 0.378341 | 0.443763 | 0.515505 | 0.561435 | 0.678781 |
| 19 | 0.291384 | 0.368737 | 0.432858 | 0.503397 | 0.548711 | 0.665208 |
| 20 | 0.284140 | 0.359827 | 0.422714 | 0.492094 | 0.536800 | 0.652378 |
| 21 | 0.277411 | 0.351531 | 0.413247 | 0.481512 | 0.525620 | 0.640230 |
| 22 | 0.271137 | 0.343783 | 0.404386 | 0.471579 | 0.515101 | 0.628710 |
| 23 | 0.265270 | 0.336524 | 0.396070 | 0.462231 | 0.505182 | 0.617768 |
| 24 | 0.259768 | 0.329705 | 0.388244 | 0.453413 | 0.495808 | 0.607360 |
| 25 | 0.254594 | 0.323283 | 0.380863 | 0.445078 | 0.486932 | 0.597446 |
| 26 | 0.249717 | 0.317223 | 0.373886 | 0.437184 | 0.478511 | 0.587988 |
| 27 | 0.245110 | 0.311490 | 0.367278 | 0.429693 | 0.470509 | 0.578956 |
| 28 | 0.240749 | 0.306057 | 0.361007 | 0.422572 | 0.462892 | 0.570317 |
| 29 | 0.236612 | 0.300898 | 0.355046 | 0.415792 | 0.455631 | 0.562047 |
| 30 | 0.232681 | 0.295991 | 0.349370 | 0.409327 | 0.448699 | 0.554119 |

APPENDIX 7

Form Usulan Judul Skripsi



YAYASAN PEMBINA PENDIDIKAN PERGURUAN TINGGI PGRI SEMARANG
UNIVERSITAS PGRI SEMARANG
FAKULTAS PENDIDIKAN BAHASA DAN SENI
JALAN GAJAH RAYA NO. 40 SEMARANG

USULAN TEMA DAN PEMBIMBING SKRIPSI

Yth. Ketua Program Studi (*)

1. Pnd. Bahasa dan Sastra Inggris
2. Pnd. Bahasa dan Sastra Jawa di Semarang

Dengan hormat,

Yang bertanda tangan dibawah ini,

Nama : ANIS SAFIRA

N.P.M : 18420119

bermaksud mengajukan tema skripsi dengan judul :

The Implementation of Total Physical Response (TPR)

Method to Improve the Students' English Vocabulary

Mastery at First Grade of SMP N 1 Kendal

Selanjutnya, dosen pembimbing skripsi kami serahkan sepenuhnya kepada Ketua Progd., dengan keputusan pembimbing :

1. Th Cicik Sophia Budiman, M. Pd.
2. Dr. Sukma Nur Ardini, S.S., M. Pd.

Menyetujui,

Ketua Program Studi,

Dr. Jafar Godig, M. Pd.
NIP./NPP. 05670117

Semarang, 25 November 2021

Yang mengajukan,

Anis Safira

APPENDIX 8

Surat Permohonan Izin Penelitian



UNIVERSITAS PGRI SEMARANG

FAKULTAS PENDIDIKAN BAHASA DAN SENI

Program Studi :

- Pendidikan Bahasa dan Sastra Indonesia
- Pendidikan Bahasa Inggris
- Pendidikan Bahasa dan Sastra Daerah

Alamat

Jalan Gajah Raya Nomor 40
Telepon (024) 8316377 – Faksimile (024) 8448217
Semarang - 50125

Nomor : 08/IP/FPBS/I/2022

Semarang, 20 Januari 2022

Lampiran : 1 (satu) berkas

Perihal : **Permohonan izin penelitian**

Yth. Kepala SMP N 1 Kendal
di Kendal

Kami beritahukan dengan hormat, bahwa mahasiswa kami :

N a m a : Anis Safira

N P M : 18420119

Fak. / Program Studi : FPBS / Pendidikan Bahasa Inggris

akan mengadakan penelitian dengan judul :

The Implementation Of Total Physical Response (TPR) Method To Improve Students' English Vocabulary Mastery At First Grade Of SMP N 1 Kendal

Sehubungan dengan hal tersebut, kami mohon Bapak/Ibu berkenan memberikan izin kepada mahasiswa tersebut untuk melakukan penelitian.

Atas perkenan dan kerjasama yang baik, kami ucapkan terima kasih.

Dekan,

Dr. Asropah, M.Pd.
NPP 936601104

APPENDIX 9

Surat Keterangan Telah Melakukan Penelitian di Sekolah



PEMERINTAH KABUPATEN KENDAL
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 1 KENDAL

Jl. Stadion No. 5 Kendal ☎ (0294) 381521
e-mail : smp1_kendal@gmail.com

SURAT KETERANGAN

Nomor : 423.4 / 465 / 2022

Yang bertanda tangan di bawah ini, Kepala SMP Negeri 1 Kendal menerangkan bahwa :

Nama : ANIS SAFIRA
No. Resgistrasi : 18420119
Prodi : FPBS / Pendidikan Bahasa Inggris

Yang bersangkutan benar-benar telah melaksanakan penelitian dengan judul :

The Implementation Of Total Physical Response (TPR) Method To Improve
Student English Vocabulary Mastery At First Grade Of SMP N 1 Kendal
di SMP Negeri 1 Kendal pada bulan Januari s.d bulan Maret 2022 di kelas 7.G

Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana metinya.

Kendal, 4 April 2022
Kepala Sekolah

Nur Buditomo, S.Pd
NIP. 19640113 198601 1 001



APPENDIX 10

Kartu Bimbingan Final Project



KARTU BIMBINGAN FINAL PROJECT
MAHASISWA UNIVERSITAS PGRI SEMARANG

NAMA : ANIS SAFIRA
NPM : 18420119
FAK/PROGDI : FPBS/PEND BAHASA INGGRIS
DOSEN PEMBIMBING I : Th. Cicik Sophia Budiman, S.S., M.Pd
DOSEN PEMBIMBING II : Dr. Sukma Nur Ardini, S.S., M.Pd

| NO | WAKTU BIMBINGAN | MATERI YANG DIKONSULTASIKAN | TANDA TANGAN |
|-----|--------------------|--------------------------------|-----------------|
| | | | PEMB. I |
| 1. | 19/10/2021 | Konsultasi Judul | <i>Anis</i> |
| 2. | 19/10/2021 | Outline | <i>Anis</i> |
| 3. | 4/11/2021 | Revisi Proposal | <i>Anis</i> |
| 4. | 7/11/2021 | Revisi Bibliography | <i>Anis</i> |
| 5. | 20/1/2022 | Acc proposal | <i>Anis</i> |
| 6. | 12/1/2022 | Revisi Instrumen | <i>Anis</i> |
| 7. | 18/1/2022 | Acc Instrumen | <i>Anis</i> |
| 8. | 12/2/2022 | Revisi Abstract Article | <i>Anis</i> |
| 9. | 14/3/2022 | Revisi Article | <i>Anis</i> |
| 10. | 18/3/2022 | Acc Article | <i>Anis</i> |

| | | | |
|----|-----------|-------------------------|-----|
| 11 | 23/5/2022 | Revisi Bab 4-5 | Ant |
| 12 | 31/5/2022 | revisi discussion | Ant |
| 13 | 9/6/2022 | ACC Bab 1-5 | Ant |
| 14 | 9/6/2022 | revisi abstract | Ant |
| 15 | 22/6/2022 | check kelengkapan - Acc | Ant |
| 16 | | | |
| 17 | | | |
| 18 | | | |
| 19 | | | |
| 20 | | | |

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KARTU BIMBINGAN FINAL PROJECT
MAHASISWA UNIVERSITAS PGRI SEMARANG

NAMA : ANIS SAFIRA
 NPM : 18420119
 FAK/PROGDI : FPBS/PEND. BAHASA INGGRIS
 DOSEN PEMBIMBING I : Th. Cicik Sophia Budiman, S.S., M Pd
 DOSEN PEMBIMBING II : Dr. Sukma Nur Ardini, S.S., M Pd.

| NO | WAKTU BIMBINGAN | MATERI YANG DIKONSULTASIKAN | TANDA TANGAN |
|----|--------------------|---|-----------------|
| | | | PEMB. II |
| 1. | 22 / 11 / 2021 | Teknis bimbingan skripsi | |
| 2. | 24 / 11 / 2021 | Judul dan outline | |
| 3. | 8 / 12 / 2021 | Revisi proposal | |
| 4. | 17 / 1 / 2022 | Revisi Instrumen | |
| 5. | 20 / 1 / 2022 | Acc proposal | |
| 6. | 9 / 2 / 2022 | Revisi abstract Article Acc abstract Article | |
| 7. | 21 / 3 / 2022 | Revisi Article Acc Article | |
| 8. | 25 / 5 / 2022 | Revisi Bab 4-5 | |
| 9. | 6 / 6 / 2022 | Acc Bab 4-5 | |
| 10 | 22 / 6 / 2022 | Siap sidang! | |

APPENDIX 11

Surat Pengajuan Ujian Final Project



YAYASAN PEMBINA LEMBAGA PENDIDIKAN PERGURUAN TINGGI PGRI SEMARANG

UNIVERSITAS PGRI SEMARANG

FAKULTAS PENDIDIKAN BAHASA DAN SENI

PENGAJUAN UJIAN SKRIPSI

Diajukan Oleh :

Nama : ANIS SAFIRA

NPM : 18920119

Jurusan : 1. Pend. Bahasa Inggris
 2. Pend. Bahasa dan Sastra Indonesia
 3. Pend. Bahasa dan Sastra Daerah

Tema Skripsi :

THE IMPLEMENTATION OF TOTAL PHYSICAL RESPONSE (TPR)
METHOD TO IMPROVE THE STUDENTS' ENGLISH VOCABULARY
MAGTERY AT FIRST GRADE OF SMP N 1 KENDAL

Untuk dilaksanakan pada :

Hari / Tanggal : SENIN / 18 Juli 2022

Waktu : 10.00 WIB

Ruang : A. 208 I

Adapun sebagai penguji :

1. Penguji I : Th. Cicik Sophia B., S.S., M.Pd.
2. Penguji II : Dr. Sukma Nur Ardini, S.S., M.Pd.
3. Penguji III : Dra. T. Sri Suwanti, M.Pd.

Semarang, 14 Juli 2022

Menyetujui
Ketua Program Studi

Dr. Jayar Godiq, M.Pd.
MPP 95670117

Yang mengajukan

ANIS SAFIRA

APPENDIX 12

Surat Berita Acara Ujian Skripsi



YAYASAN PEMBINA LEMBAGA PENDIDIKAN PERGURUAN TINGGI PGRI SEMARANG
FAKULTAS PENDIDIKAN BAHASA DAN SENI
UNIVERSITAS PGRI SEMARANG
Kampus : Jalan Sidodadi Timur Nomor 24 Semarang Indonesia. Telp. (024) 8448217, 8316377
Faks. (024)8448217 Website: www.upgris.ac.id

BERITA ACARA UJIAN SKRIPSI

Pada hari ini Senin 18 Juli 2022, berdasarkan susunan tim penguji Skripsi :

1. Nama : Dr. Asropah, M.Pd.
Jabatan : Ketua
2. Nama : Dr. Jafar Sodiq, S.Pd, M.Pd.
Jabatan : Sekretaris
3. Nama : Th. Cicik Sophia B, S.S., M.Pd.
Jabatan : Anggota (Penguji I)
4. Nama : Dr. Sukma Nur Ardini, SS, M.Pd.
Jabatan : Anggota (Penguji II)
5. Nama : Dra T Sri Suwarti, M.Pd.
Jabatan : Anggota (Penguji III)

Dengan ini menyatakan bahwa mahasiswa yang tersebut di bawah telah diuji skripsinya.

Nama : Anis Safira Fakultas : FPBS
N.P.M : 18420119 Program Studi : Pendidikan Bahasa Inggris
Program Pendidikan : Strata 1

Judul Skripsi :

THE IMPLEMENTATION OF TOTAL PHYSICAL RESPONSE (TPR) METHOD TO IMPROVE THE STUDENTS' ENGLISH VOCABULARY MASTERY AT FIRST GRADE OF SMP N 1 KENDAL

Nilai :

Demikian berita Acara Ujian Skripsi dibuat untuk diketahui dan dipergunakan seperlunya oleh pihak-pihak yang berkepentingan.

Ketua,

Dr. Asropah, M.Pd.

Sekretaris,

Dr. Jafar Sodiq, S.Pd, M.Pd.

Penguji I,

Th. Cicik Sophia B, S.S., M.Pd.

Penguji II,

Dr. Sukma Ndr Ardini, SS, M.Pd

Penguji III,

Dra T Sri Suwarti, M.Pd

Mengetahui,
Dekan,

Dr. Asropah, M.Pd.
NPP/NIP 936601104