THE IMPLEMENTATION OF TOTAL PHYSICAL RESPONSE (TPR) METHOD TO IMPROVE STUDENTS' VOCABULARY

THESIS

Submitted as a Partial Fulfillment of the Requirements for Getting Bachelor Degree of Education in English Department

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2023

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I certify that this thesis is original and that the examiners have also verified this. I will face consequences in accordance with the rules and regulations if it is later determined that this thesis contains plagiarism.

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MOTTO

Prophet Muhammad (peace be upon him) said: “Whoever follows a path to seek knowledge, Allah will make the path to Jannah (Paradise) easy for them.”
(HR. Muslim: 2699)

DEDICATION

This thesis is dedicated to :

1. My beloved Parents
2. My beloved Brother and Sister
3. My beloved Big Family
4. The lecturers of English Department

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Finally, the researcher hopes that this thesis will be useful for all readers. The writer do realizes that this thesis hasn't been perfect. Therefore, the researcher wishes for the correctness, criticism, and suggestion for this thesis.

Bojonegoro, July 22nd, 2023

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ABSTRACT

Salma, Faridatus. 2023. *The Implementation of Total Physical Response (TPR) Method to Improve Students' Vocabulary.* Thesis, English Language Education Study Program, Faculty of Teacher Training and Education, University of Nahdlatul Ulama Sunan Giri Bojonegoro. Khoirul Wafa, M.Pd as advisor I and Moh. Zinuddin, M.Pd as advisor II.

The background of this research is the low English vocabulary of seventh-grade students at Madrasah Basis Santri Pondok Pesantren Daruth Thalibin in the academic year 2022/2023. One of the causes of the low vocabulary is that learning methods or media that are fun, interesting, and varied have yet to be optimized. Thus resulting in students paying less attention during learning. To overcome these obstacles, the researcher and teacher apply learning methods and media that can increase student learning motivation by using the Total Physical Response (TPR) method and LCD projectors as media. Therefore, this research aims to determine how the implementation of teaching vocabulary using the Total Physical Response (TPR) method and whether the TPR method can improve the students' vocabulary. This type of research was Classroom Action Research, which had four stages in each cycle: Planning, Action, Observation, and Reflection. The research was conducted in two cycles, each cycle consists of three meetings. The teacher acts as an instructor and the researcher as an observer. The research subjects were 20 students. Data collection was obtained based on observation, test, and documentation results. The data analysis used is descriptive qualitative and descriptive quantitative. Qualitative data was obtained from observation sheets and documentation. Based on the qualitative data analysis, it shows that students gave a positive response to this research. Students were happy and enthusiastic in teaching and learning activities. The implementation of the TPR method can make students easier to remember vocabulary so that it can improve their vocabulary mastery. Meanwhile, quantitative data was obtained from students' vocabulary test scores. The results of the data analysis showed that the percentage of pre-action scores was 30% of students who passed, with an average of 56.75. After carrying out actions using the TPR method in the learning process, cycle I data increased by 15% to 45% of students who passed, with an average of 68.75. In cycle II, the average student score was 81, with 80% of students passed the test and an increase of 35%. Cycle II was stopped because students had achieved classical mastery 80%/16 of the total number of students in one class, and individual students reached KKM 75. From this data, it can be concluded that the learning was declared complete individually and classically. So, using the TPR method can improve students' vocabulary.

Keywords: *Vocabulary, Total Physical Response (TPR), Clasroom Action Research (CAR)*

ABSTRAK

Salma, Faridatus. 2023. *Penerapan Metode Total Physical Response (TPR) untuk Meningkatkan Kosakata Siswa.* Skripsi, Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Nahdlatul Ulama Sunan Giri Bojonegoro. Khoirul Wafa, M.Pd sebagai pembimbing I dan Moh. Zinuddin, M.Pd sebagai pembimbing II.

Penelitian ini dilatar belakangi oleh rendahnya kosakata bahasa Inggris siswa kelas tujuh Madrasah Basis Santri Pondok Pesantren Daruth Thalibin pada tahun ajaran 2022/2023. Salah satu penyebab rendahnya kosakata adalah belum optimalnya metode atau media pembelajaran yang menyenangkan, menarik, dan variatif. Sehingga mengakibatkan siswa kurang memperhatikan selama pembelajaran. Untuk mengatasi hambatan tersebut peneliti dan guru menerapkan metode dan media pembelajaran yang dapat meningkatkan motivasi belajar siswa dengan menggunakan metode Total Physical Response (TPR) dan LCD proyektor sebagai medianya. Dengan demikian, penelitian ini bertujuan untuk mengetahui bagaimana pelaksanaan pengajaran kosakata menggunakan metode TPR, dan apakah metode TPR dapat meningkatkan kosakata siswa. Jenis penelitian ini adalah Penelitian Tindakan Kelas yang memiliki empat tahap dalam setiap siklusnya, yaitu; Perencanaan, Tindakan, Pengamatan, dan Refleksi. Penelitian dilaksanakan dalam dua siklus, setiap siklus terdiri dari tiga pertemuan. Guru bertindak sebagai pengajar dan peneliti sebagai pengamat. Subjek penelitian berjumlah 20 siswa. Pengumpulan data diperoleh berdasarkan hasil observasi, tes, dan dokumentasi. Analisis data yang digunakan yaitu deskriptif kualitatif dan deskriptif kuantitatif. Data kualitatif diperoleh dari lembar observasi dan dokumentasi. Berdasarkan analisis data kualitatif menunjukkan bahwa siswa memberikan respon positif terhadap penelitian ini. Siswa senang dan antusias dalam kegiatan belajar mengajar. Ditemukan bahwa penerapan metode TPR dapat membuat siswa lebih mudah untuk mengingat kosakata, sehingga dapat meningkatkan penguasaan kosakata mereka. Sementara itu, data kuantitatif diperoleh dari skor tes kosakata siswa. Hasil analisis data menunjukkan bahwa persentase skor pra tindakan adalah 30% siswa yang lulus dengan rata-rata 56,75. Setelah dilakukan tindakan dengan menggunakan metode TPR dalam proses pembelajaran, data siklus I meningkat 15% menjadi 45% siswa yang lulus, dengan rata-rata 68,75. Pada siklus II nilai rata-rata siswa adalah 81, dengan 80% siswa lulus tes dan meningkat 35%. Siklus II dihentikan karena siswa telah mencapai ketuntasan klasikal 80%/16 dari jumlah siswa dalam satu kelas, dan individu siswa mencapai KKM 75. Dari data tersebut dapat disimpulkan bahwa pembelajaran dinyatakan tuntas secara individual dan klasikal. Jadi, dengan menggunakan metode TPR dapat meningkatkan kosa kata siswa.

Kata Kunci: *Kosakata, Total Physical Response (TPR), Penelitian Tindakan Kelas (PTK)*

TABLE OF CONTENTS

COVER PAGE ..... **i**
TITLE ..... **ii**
STATEMENT OF ORIGINALITY ..... **iii**
APPROVAL SHEET ..... **iv**
RATIFICATION ..... **v**
MOTTO ..... **vi**
DEDICATION ..... **vi**
ACKNOWLEDGEMENT ..... **vii**
ABSTRACT ..... **viii**
ABSTRAK ..... **ix**
TABLE OF CONTENTS ..... **x**
LIST OF TABLES ..... **xii**
LIST OF FIGURES ..... **xiii**
LIST OF APPENDIX ..... **xiv**
CHAPTER I INTRODUCTION **1**
1.1 Background of the Research 1
1.2 Research Question 5
1.3 Objective of the Research 5
1.4 Significance of the Research 5
1.5 Definition of the Key Terms 7
CHAPTER II REVIEW OF RELATED LITERATURE **8**
2.1 Review of Related Theory 8
2.2 Previous Research 21
2.3 Conceptual Framework 23
2.4 Hypothesis 24
CHAPTER III RESEARCH METHODOLOGY **26**
3.1 Research Design 26
3.2 Research Settings 28
3.3 Research Subjects 28
3.4 Data and Data Sources 29
3.5 Research Procedure 30

3.6 Data Collection Techniques 32
3.7 Assessment Instrument 34
3.8 Data Analysis Techniques 35
3.9 Validity of Research Data 37
CHAPTER IV FINDING AND DISCUSSION 39
4.1 Finding 39
4.2 Discussion 62
BAB V CONCLUSION AND SUGGESTION 66
5.1 Conclusion 66
5.2 Suggestion 67
REFERENCES 69
APPENDIX 73

UNIVERSITAS NAHDLATUL ULAMA SUNAN GIRI
UNUGIRI

LIST OF TABLES

Table 3.1 Vocabulary Mastery Test Grid 35
Table 4.1 The Result of Pre-Action 54
Table 4.2 The Result of Post-Action in Cycle I 56
Table 4.3 Comparison Data of Pre-Action and Post-Action in Cycle I 57
Table 4.4 The Results of Post-Action in Cycle II 59
Table 4.5 Comparison Data of Pre-Action, Post-Action in Cycles I and II 60

UNIVERSITAS NAHDLATUL ULAMA SUNAN GIRI
UNUGIRI

LIST OF FIGURES

Figure 2.1 Research Conceptual Framework in Improving Ability..... 24
Figure 3.1 John Elliot's Spiral Model CAR Cycle in Nengsi et al., (2022) 27
Figure 4.1 Comparison Data of Pre-Action and Post-Action in Cycle I..... 58
Figure 4.2 Comparison Data of Pre-Action, Post-Action in Cycles I and II ... 61

UNIVERSITAS NAHDLATUL ULAMA SUNAN GIRI
UNUGIRI

LIST OF APPENDIX

Appendix 1 : Syllabus of Class VII 73
Appendix 2 : Lesson Plan (RPP) Cycle I (3 Meeting) 82
Appendix 3 : Lesson Plan (RPP) Cycle II (3 Meeting) 85
Appendix 4 : Multiple Choice Test Pre-Action, Cycle I and II. 88
Appendix 5 : Multiple Choice Test Post-Action, Cycle I. 91
Appendix 6 : Multiple Choice Test Post-Action, Cycle II. 94
Appendix 7 : Test Answer Key 97
Appendix 8 : Students' Name and Initial 98
Appendix 9 : Students' Attendance List 99
Appendix 10 : The Results of Pre-Action 100
Appendix 11 : The Results of Post-Action in Cycle I. 101
Appendix 12 : The Results of Post-Action in Cycle II 102
Appendix 13 : The Results of the Observation Sheet in Cycle I 103
Appendix 14 : The Results of the Observation Sheet in Cycle II 106
Appendix 15 : Letter of Research Permit 109
Appendix 16 : Letter of Research Statement 110
Appendix 17 : Documentation 111
Appendix 18 : Materials in Cycle I 115
Appendix 19 : Materials in Cycle II 118

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