

**AN UNDERGRADUATE THESIS**

**THE EFFECTIVENESS OF IMPLEMENTING TOTAL PHYSICAL  
RESPONSE USING ISLAMIC STORIES IN TEACHING AND LEARNING  
VOCABULARY AT MTS AL – MUHAJIRIN BANDARSAKTI NORTH  
LAMPUNG**

**BY:**

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Student Number Id: 1701070196



Tarbiyah and Teacher Training Faculty

English Education Department

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**

**1444 H / 2022 M**

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BANDARSAKTI NORTH LAMPUNG**

Presented as a Partial Fulfillment of the Requirements for the Degree of Sarjana  
Pendidikan (S.Pd) in English Education Department

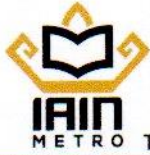
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Title : THE EFFECTIVENESS OF IMPLEMENTING TOTAL  
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TEACHING AND LEARNING VOCABULARY AT MTS  
AL – MUHAJIRIN BANDARSAKTI NORTH LAMPUNG

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**NOTIFICATION LETTER**

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*Assalamu'alaikum, Wr. Wb*

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TEACHING AND LEARNING VOCABULARY AT MTS AL  
- MUHAJIRIN BANDARSAKTI NORTH LAMPUNG.

It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

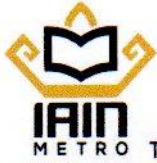
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*Assalamu'alaikumWr. Wb.*

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RESPONSE USING ISLAMIC STORIES IN TEACHING  
AND LEARNING VOCABULARY AT MTS AL -  
MUHAJIRIN BANDARSAKTI NORTH LAMPUNG.

Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.-

*Wassalamu'alaikumWr. Wb.*

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**RATIFICATION PAGE**

No. B-0023/1h-28.1/D/PP-00.9/01/2023

An Undergraduate thesis entitled: "THE EFFECTIVENESS OF IMPLEMENTING TOTAL PHYSICAL RESPONSE USING ISLAMIC STORIES IN TEACHING LEARNING VOCABULARY AT MTs AL – MUHAJIRIN BANDAR SAKTI NORTH LAMPUNG", written by Rahmah Safitri, student number 1701070196, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Wednesday, December, 02<sup>nd</sup> 2022 at 13.30 – 15.30 p.m.

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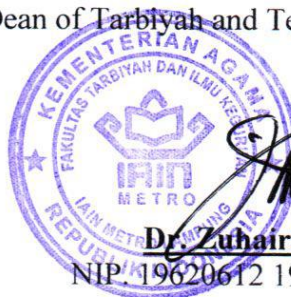
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**THE EFFECTIVENESS OF IMPLEMENTING TOTAL PHYSICAL  
RESPONSE USING ISLAMIC STORIES IN TEACHING AND  
LEARNING VOCABULARY AT MTS AL – MUHAJIRIN  
BANDARSAKTI NORTH LAMPUNG**

**ABSTRACT**

**BY:**

**RAHMAH SAFITRI**

The purpose of this research is to gain the information about the effectiveness of Total Physical Response method in teaching vocabulary, moreover it is conducted to get the effective technique in teaching vocabulary at MTs Al – Muhajirin Bandarsakti North Lampung.

In this research, the researcher used qualitative research as the research method. The data collection of this study are observing and documenting. In analyzing and interpreting the data, the researcher followed Miles and Huberman's steps of data analysis, they are: 1) Data Reduction, 2) Data Display, 3) Data Verification/Conclusion.

Based on the finding of this study it can be concluded that using Total Physical Response in teaching vocabulary is quite success by using TPR method. It is not only effective to lead students feel more interesting and enjoy doing activity in the class, but also it can give the students the opportunities to be active in learning English vocabulary.

**Keywords:** Total Physical Response, Vocabulary

**EFEKTIVITAS IMPLEMENTASI TOTAL PHYSICAL RESPONS  
MENGUNAKAN CERITA ISLAM DALAM MENGAJAR DAN  
BELAJAR KOSAKATA DI MTS AL – MUHAJIRIN BANDARSAKTI  
LAMPUNG UTARA**

**ABSTRAK**

**OLEH:**

**RAHMAH SAFITRI**

Tujuan dari penelitian ini adalah untuk mendapatkan informasi tentang keefektifan penggunaan metode *Total Physical Response* dalam mengajar kosakata, Selain itu hal ini dilakukan untuk mendapatkan ke efektifitasan teknik dalam mengajar kosakata di MTs Al – Muhajirin Bandarsakti, Lampung Utara.

Berdasarkan hasil penelitian ini, dapat disimpulkan bahwa penggunaan metode *Total Physical Response* dalam mengajar kosakata adalah cukup berhasil, dengan metode *Total Physical Response* tidak hanya efektif untuk siswa, tertarik dalam belajar dan senang dalam melakukan kegiatan-kegiatan di kelas, tetapi metode *Total Physical Response* juga dapat memberikan siswa kesempatan lebih aktif belajar kosakata dalam bahasa inggris.

**Kata Kunci :** Total Physical Response, Kosakata.



## STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

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States that this undergraduate thesis is originally the result of the researcher's research in exception of certain parts which are excerpted from the bibliography mentioned.

Metro, 22 November 2022

Researcher,



**RAHMAH SAFITRI**  
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Menyatakan bahwas kripsi ini secara keseluruhan adalah asli hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 22 November 2022

Peneliti,



**RAHMAH SAFITRI**  
**NPM. 1701070196**

## MOTTO

مَنْ كَانَ يَوْمُهُ خَيْرًا مِنْ أَمْسِهِ فَهُوَ رَاجِحٌ. وَمَنْ كَانَ يَوْمُهُ مِثْلَ أَمْسِهِ فَهُوَ  
مَعْتَبُونٌ. وَمَنْ كَانَ يَوْمُهُ شَرًّا مِنْ أَمْسِهِ فَهُوَ مَلْعُونٌ

(H.R Al-Hakim)

“Today must be better than yesterday, and tomorrow must be better than today.”

## **DEDICATION PAGE**

*This piece of work is heartedly dedicated to:*

*Almighty Allah SWT, thanks God for all of the precious gift inside to me.*

*My beloved parents, my sister and my brother who have always support me.*

*My lecturer, Leny Septiyana, M. Pd who have always guide me during the writing process of my undergraduate thesis.*

*My beloved friends Rosmalita, Adelia Dinda, Nova Amelia, Anton Gusrian, Vika, Agung, Luthfia Nadhila, Esti Marina, Wulan, Rizka Rifki, Iyon, Evita, and Hera who have always support me.*

*To my beloved someone (R).*

*To myself who have tried well.*

*My Almamater of State Institute for Islamic Studies (IAIN) Metro*

## ACKNOWLEDGMENT

First of all, all the praises and thanks to Allah the single power, the Giver of bountiful blessings and mercies so the researcher could to finish this an undergraduate thesis entitled “*The Effectiveness Of Implementing Total Physical Response Using Islamic Stories In Teaching Vocabulary At Mts Al – Muhajirin Bandarsakti North Lampung*”. Prayers and peace of Allah be upon *sholawat* has given to Prophet Muhammad SAW, who has guided from the darkness to the lightness.

In the second place, I would like to express thank my parents for financial and spiritual support. Thus, the researcher gives thanks to the sponsor Leny Setiyana, M. Pd, who have really guided the researcher to attain this an undergraduate thesis. Lastly, the researcher knows that this undergraduate thesis is long from complete. The researcher supposes that at least the result of this research could provide an important subscription to teaching-learning English in the school or college.

Metro, 22 November 2022

The Researcher



**RAHMAH SAFITRI**  
**NPM. 1701070196**

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# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

English is the language spoken by more than 400 million people worldwide. English has become a worldwide phenomenon in the twenty-first century, and English learning has become an essential educational concern in Asia. This sentence indicates that English is important to human life. Students can better understand English by expanding their vocabulary. Vocabulary is essential in English language training because students cannot comprehend others or communicate their own thoughts without it.

Vocabulary is essential to success because it demonstrates how kids can talk, hear, read, and write. It is exceedingly boring to memorize vocabulary in a passive manner; nevertheless, reading English narrative books that students enjoy might help students' enhance their English vocabulary. Students must memorize a lot when acquiring language. To avoid boredom, students can memorize Islamic stories, which boost their vocabulary and understanding of Islamic stories.

Meanwhile, studying vocabulary for junior high school is critical since it affects kids' capacity to master English skills such as writing, reading, speaking, and listening. Students' capacity to speak and deliver messages cannot be carried out if they lack language. One of the reasons for learning English is a lack of vocabulary. Students with a limited vocabulary will

struggle to grasp spoken or written language. Moreover, the researchers attempted to study about enhancing students' vocabulary by utilizing Islamic stories; when students learn Islamic stories, they would get new vocabulary.

One methods that may be used to increase students' proficiency in learning English, particularly in vocabulary mastering, is the method of whole physical reaction. Total physical reaction is a language teaching method that teaches language through physical exercise. It is based on the synchronization of voice and motion. It is an appropriate method for teaching English to youngsters, particularly for vocabulary mastering, because it stresses activities directly connected to physical activity and movement in the execution of learning.

It refers to more frequent or powerful activation of memory connections that are linked and simpler to recall. Memorizing is done verbally with motion or physical activity, which allows the youngster to recall words more quickly. As a result, vocabulary has a significant impact on English proficiency. Students may express themselves in written and spoken English by learning vocabulary.<sup>1</sup>

Furthermore, the researcher attempts to investigate the efficacy of applying entire physical reaction in the teaching of language using Islamic tales. This researcher held eighth grade students of MTs Al – Muhajirin North Lampung. The Researcher got pre-survey data on May 10, 2021 as follows:

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<sup>1</sup> Alqahtani, M. *The Important of Vocabulary Learning and How to be Taught*. Internasional Journal of Teaching and Educational. 2015. Vol. 3 (3), 22.

**Table 1**  
**The Percentage of Students' Vocabulary Score at**  
**Eighth Graders of MTs Al-Muhajirin Bandarsakti North Lampung**

| No    | Score     | Category   | Frequency | Percentage |
|-------|-----------|------------|-----------|------------|
| 1     | $\geq 75$ | Complete   | 6         | 21,4%      |
| 2     | $<75$     | Incomplete | 22        | 78,6%      |
| Total |           |            | 28        | 100%       |

**Source: taken on the pre-survey at May 10, 2021**

Therefore, from data above, the minimum mastery criteria (MMC), of English subject of MTs Al-Muhajirin Bandarsakti North Lampung is 75. It could be seen on the table, that just 6 students or 21,4% students complete score in vocabulary test, and 22 students or 78,6% students incomplete the test.

A teacher is a crucial aspect in language acquisition who should be able to employ a variety of teaching methods and tools. To increase student enthusiasm in studying English, we can use Total Physical Response (TPR) and Islamic tales in teaching vocabulary. It will be less difficult for them to understand. Finally, based on the explanation above It is also implied that using the TPR method by using Islamic stories can effective for students' vocabulary.

## **B. Problem Identification**

Based on the description of the background study the researcher has identified problems, as follows:

1. The Students have lack of vocabulary.
2. The students have difficulties to memorize vocabulary.
3. The students have low interested in learning vocabulary.

## **C. Problem Limitation**

Based on the problem identification above, there are several problems that the researcher focused on point 3 of problem identification, which is the students' low interest in learning vocabulary, so the researcher was interested in the effectiveness of implementing total physical response using Islamic stories in teaching vocabulary.

## **D. Problem Formulation**

Based on the problem limitation above the researcher formulated the problem of the research as follows:

1. How total physical response using Islamic stories in learning vocabulary at the eighth graders of MTs Al-Muhajirin Bandarsakti North Lampung?
2. What is the effectiveness total physical response in learning vocabulary by using Islamic stories at the eighth graders of MTs Al-Muhajirin Bandarsakti North Lampung?

## **E. Objective and Benefit of the Study**

### **1. Object of study**

Based on problem formulation, this research aims to:

- a. To know the process of implementing total physical response using Islamic stories in teaching vocabulary at the eighth graders of MTs Al-Muhajirin Bandarsakti North Lampung is effective or not.
- b. To know the effectiveness of total physical response using Islamic stories in teaching vocabulary at the eighth graders of MTs Al-Muhajirin Bandarsakti North Lampung.

## **2. Benefits of the study**

This research is expected to be beneficial not only for students but also for teachers and schools. There are the benefits of the study:

- a. For the student

This research is aimed to be a contribution and an additional knowledge for students to know effectiveness total physical response method using Islamic in teaching vocabulary at the eighth graders of MTs Al-Muhajirin Bandarsakti North Lampung.

- b. For the teacher

This research is intended to provide some facts and understanding regarding the effectiveness of applying entire physical reaction in teaching vocabulary through Islamic tales.

- c. For the other researcher

This research is designed to serve as a reference for the next writer who will analyse Total Physical Response (TPR) in the context of teaching vocabulary through Islamic tales. This study is useful as a

guideline for the next researcher, regarding the analysis Total Physical Response (TPR) using Islamic stories in teaching vocabulary.

## **F. Prior Research**

Many researchers have conducted previous research on vocabulary. The researcher found the similar research entitled “*Teaching Strategy in Learning Vocabulary by Using Story Telling at Seventh Grade of Smp It Insan Mulia Batanghari East Lampung*” written by Prastyo,<sup>2</sup> According to the findings of the study, students’ must grasp language in order to comprehend the learning process. Furthermore, Prastyo stated that he chooses increasing vocabulary mastery through students strategy because teaching English in junior high school differs from teaching English in senior high school or higher education, and the writer must grow their motivation in order for them to be happy to study.

Moreover, this research also similar with Nuraeningsih “*improving students’ vocabulary mastery through TPR storytelling*”<sup>3</sup>. According to the study results, the subjects of her research were Second Graders of SD in Kudus, Central Java, Indonesia, with a total of 20 kids, and she used Classroom Action Research to fulfill the aim of her research. TPR Storytelling, they claim, is one of the foreign language teaching methods introduced by Blaine Ray of Bakersfield, California. Teachers used TPRS to tell two stories, Crocodile Tears and The Very Hungry Caterpillar, and students acted them out. Furthermore, the

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<sup>2</sup>Agung Prastyo, “*An Undergraduate Thesis Teaching Strategy In Learning Vocabulary By Using Story Telling At Seventh Grade Of Smp It Insan Mulia Batanghari East Lampung*”, (State Islamic Studies of Metro 2020)

<sup>3</sup>Rusiana Nuraeningsih “*improving students’ vocabulary mastery through TPR storytelling*” Vol. 1 No.1, (2016)



study's findings indicate that using TPRS can help students' enhance their vocabulary mastery. The students' reactions to the application of TPRS are similarly favorable.

Furthermore, the researcher found the similar research from Budiarti, in her research, "*The Implementation of Total Physical Response Method to Improve Students' Vocabulary Mastery*". The finding of her research showed that there was significant from 74,06 score to 97,63 score. It means that the method could improve the student achievement in vocabulary mastery by using TPR method.<sup>4</sup>

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<sup>4</sup> Arum Suryaningsih Budiarti. *The Implementation of Total Physical Response Method to Improve Students' Vocabulary Mastery*, (Semarang 2010)

## CHAPTER II

### THEORETICAL REVIEW

#### A. Total Physical Response

##### 1. The definition of Total Physical Response

Total Physical Response (TPR) is a method of teaching English developed by Dr. Asher. TPR is a language teaching approach based on the synchronization of speech and action; it seeks to teach language via physical (motor) activity.<sup>5</sup> One of the fundamental concepts of the TPR approach is to listen before speaking. In other words, students are expected to be active participants, responding to what professors say.

Total Physical Response (TPR) is a great method for teaching a foreign language to children and adults, especially beginners. TPR has become a popular and effective approach of introducing children and adults to a foreign language, particularly listening, especially in the early phases of instruction.

As a result, listening to the teacher and then practicing the content helps students' grasp the information better. When all of the students' can accurately reply to directions, one of them can begin delivering instructions to the other peers. Students in TPR are not required to offer instructions until they are ready. This method creates a more active and cheerful classroom atmosphere, so that students do not feel bored and sleepy.

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<sup>5</sup> Richards, J. C., & Rodgers, T. S. (2001). *Approaches and methods in language teaching* (2nd ed). Cambridge: Cambridge University Press. 87

TPR provides a greater emphasis on forms of command instruction that is easy to use by the teacher and understood by students because it is done with the demonstration.<sup>6</sup> Students are expected to improve their vocabulary learning outcomes by using the TPR approach to acquire English vocabulary. Furthermore, TPR stressed the efficacy of learning in order for teachers to carry out the learning process and students' to meet the previously established learning objectives.

As a result of the aforementioned description, the TPR technique helps students to respond to a language without overthinking it and minimizes student anxiousness and pressure since the main activity of TPR is to follow the command based on teacher instruction with imperative sentence. Students will be able to retain the words they have learnt more easily if they utilize their bodies while studying imperative phrases.

## **2. Characteristic of Total Physical Response**

Total Physical Response has characteristics. Asher, the creator of these approaches, concentrated on two aspects of first language acquisition that are detailed in Nunan's book:<sup>7</sup>

- a. The child gets a vast amount of comprehensible input before beginning to speak. Young children perceive language well beyond their ability to generate.

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<sup>6</sup> Fahrurozzi, *Improving Students' Vocabulary Mastery by Using Total Physical Response*, (English Language Teaching 2017, Vol. 10, No. 3 p.120.

<sup>7</sup> Aprilia Riyana, P. *Teaching English for Young Learners Using a Total Physical Response (TPR) Method*. Jurnal Edulingua (2016) Vol 3. No. 2 Juli-Desember, p. 18-19

- b. There is a lot physical manipulation and action language accompanying early input. “*Throw the ball to Rudi,*” Put your arm through here,' and so forth. The imperative is used to frame this action language, which encourages physical manipulation.”

According to the preceding definition, the students’ attempt to grasp language utterances before attempting to make verbal language. They learn via bodily motions and behaviors. To make things easier for the students’, the instructor should not start with abstract terminology.

Teachers are in charge of delivering directions and monitoring the behavior of the students during the TPR learning process. Learners, on the other hand, mimic the teacher's verbal and nonverbal models. The initial part of the teaching-learning process is modeling. In this case, a teacher provides orders to students and then performs the tasks with them. In the second phase, learners demonstrate their understanding of the orders by doing them on their own; the teacher watches the learner's activities. Above all, interaction between a teacher and students is represented by the instructor speaking and the student responding nonverbally. Later on, the students grow more vocal, while the teacher replies nonverbally.<sup>8</sup>

### **3. The Principles of Total Physical Response**

There are four TPR method principles expressed:<sup>9</sup>

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<sup>8</sup> Larsen Freeman. D. *Techniques and Principles in Language Teaching*. Oxford: Oxford University Press (1986) 141

<sup>9</sup> James T. Asher, *Innovative Approaches to Language Teaching*, (Massachussets: Newbury House Publisher,1992), P.20.

- a. Languages are best taught when the learner is exposed to a large amount of intelligible (understandable) material, or when understanding is acquired first before learners are expected to speak.
- b. Physical activity is an excellent way to improve comprehension and memory. Physically reacting to commands appears to establish long term memory. Children would remember the information they learn longer if it involves their bodily movement.
- c. A "silent time" in which beginning language learners learn to grasp and respond to portions of the language without attempting to speak it can be extremely beneficial. This is known as delayed production, and it indicates that kids will start speaking when they are ready.
- d. Actions can be used to express meaning in the target language. The learner's response activates memory.

TPR helps students to learn vocabulary in a way that is comparable to how toddlers learn their first language. "Through witnessing how a newborn learns his mother tongue, it is possible to demonstrate that speech is taught; he learns by listening, comprehending, and imitating."<sup>10</sup> It means that the first thing students' do while learning their first language is pay attention to what the teacher says. They will learn the language's structure and meaning by listening to what the instructor says, and they will grasp the language.

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<sup>10</sup>Jack C. Richards, *Error Analysis: Perspective on Second language Acquisition*, (England: Longman Group Limited, 1984), p.10

Teachers imitate actions in TPR lessons, which students subsequently replicate while hearing vocabulary terms and orders in the target language. Because each vocabulary word and phrase is paired with a specific motion, children quickly and naturally absorb language while forming long-lasting links between the brain and the muscles. Students that learn a language via the TPR approach will never forget it.

#### **4. Advantages of Total Physical Response**

The TPR approach has the following advantages:

- a. Students are not forced to produce in the second language unless they are ready. Total Physical Response, or TPR, consists basically of obeying commands given by the instructor that involve an overt physical response<sup>11</sup>
- b. Students can enjoy studying since the TPR approach can lessen students' stress when learning a foreign language.
- c. Students remember the information for a longer amount of time. As a result of the students' reactions, memory is activated. Students believe they are successful. Learning is aided by a sense of accomplishment and a lack of fear.

In accordance with the criteria raised above, Total Physical Response is an excellent approach for teaching foreign language to children and adults, particularly beginning students. TPR has become a popular and effective

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<sup>11</sup> Stephen D. Krashen, *Principles and Practice in Second Language Acquisition*, (Oxford: Pergamon Press, 1982), p.141

approach of introducing infants and adults to a foreign language, particularly listening, in the early stages of instruction.<sup>12</sup>

## **5. Disadvantages of Total Physical Response**

The total physical response method has six significant drawbacks:

- a. It is primarily in imperative mode, with the exception of the remaining target language.
- b. It typically focuses on short phrases or single-word vocabulary pieces.
- c. It merely promotes passive linguistic abilities.
- d. The TPR approach appears to be particularly successful in the beginning stages of language mastery.<sup>13</sup>
- e. In reading and writing exercises, students' are confined to diverging from classroom oral work.

Furthermore, our study reveals that most of the target language's grammatical structure and hundreds of vocabulary items may be learnt by judicious use of imperative.

## **B. Islamic Stories**

### **1. The definition of Islamic Stories**

A tale is a fictional depiction of people and events that is written or presented in order to entertain. A piece of prose fiction that is often read

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<sup>12</sup>Helena Anderson Curtain & Carol Ann Pesola, *Language and Children making the Match: Foreign Language Instruction in the Elementary School*, (Massachusetts, 1988), p127

<sup>13</sup> H. Douglas Brown, *Principles of Language Learning and Teaching: Second Edition*, (New Jersey: Prentice Hall, Inc.,1987), p.78

in one sitting and concentrates on a self-contained occurrence or sequence of related episodes with the purpose of generating a "*single affect*" or mood, but there are many exceptions. Story is a way of representing many different types of human experiences.<sup>14</sup>

Stories offer comprehensive methods to language teaching and learning that place a high value on children's participation in rich and genuine uses of the foreign language. Stories provide a full imagined world formed by language that youngsters may explore and enjoy while also learning language.

Furthermore, the tale of anything is an account of all the significant events that have occurred to it since it began. The short story is a crafted form in its own right. Stories are powerful instructional aids because they are credible, memorable, and enjoyable. The believability stems from the fact that stories deal with humanlike experience that we tend to perceive as an authentic and credible source of knowledge. Stories help us recall information because they immerse us in the activities of the characters. Stories encourage active meaning creation in this way.

Writers of short stories may identify their works as creative and personal expressions of the form. They may also try to avoid categorization based on genre and fixed formation. Children find stories to be extremely motivational, challenging, and entertaining. It can aid in

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<sup>14</sup> Nancy L. Stein, *the Definition of A Story*, *Journal of Pragmatics* 6, North. Holland Blishing Company. 1982



the development of good attitudes about other languages, culture, and language study. Children like listening to stories, understand narrative rules, and can predict what will happen next. As a result, storytelling can aid our learning while also making it more enjoyable.

Stories have profound roots, and the importance of short fiction has long been acknowledged in modern culture. The short form may be more natural to us than the lengthy form. Stories are effective as educational tools because they are believable, remember able, and entertaining.<sup>15</sup> Islamic stories may teach children the importance of having a decent character. Character values can be drawn from the account of the Prophet and the Companions, who were each assigned a moral or character value.

## 2. Type of Islamic Stories

According to Miller, Islamic stories are classified into four categories, which are as follows:<sup>16</sup>

### a) Folktale

Folktales have characters who are well recognized in a society and are ageless and placeless. A Fairytale is one sort of Folktale. Fairytales have a mystical component.

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<sup>15</sup> Rossiter, M. *Narrative And Stories In Adult Teaching And Learning*. (Report No. EDO – CE -02241). Washington, DC: Education Resources Information Center, 2002.

<sup>16</sup> Eric Miller, *Theories of Story and Storytelling*, January 2011

b) Legend

Legends are historical accounts about events that occurred in a specific location, generally in the distant past, and often contain a divine aspect.

c) Epic

Epics are extensive stories that recount the exploits of heroes and heroines as they travel from one end of the country to the other. Epics are generally encyclopedic, functioning as compendiums of many facets of a civilization, and they frequently finish with the hero/heroine establishing a new institution (even a nation).

d) Myth

Myths are stories about celestial beings. Myths about the genesis of the physical universe are common and predate human history. Storytellers may elicit legendary sensations in characters and audience members from daily life and experience.

### **3. The Use of Islamic Stories in Learning**

Stories have the potential to be one of the most effective strategies for teaching science. There are several advantages for science instructors to use tales as one of their teaching choices. Stories are powerful instructional aids because they are credible, memorable, and enjoyable. The believability stems from the fact that stories deal with human-like experiences, which we prefer to see as a real and reliable source of

knowledge. As a result, tales help us recall information better because they immerse us in the activities of the characters.

Storytelling is one of the most fundamental ways of conveying meaning.<sup>17</sup> Students may get deeper into the story's morals, and they can also learn new language from the stories they read. The stories help students become aware of cultural values that differ from their own, enhance their memory, and develop their ability to anticipate and infer. Telling tales allows students to speak the foreign language imaginatively, combine facts and knowledge from various sources, and gain confidence in their ability to express themselves spontaneously.

The plot is repetitious, employing formulae and patterns that repeat on a regular and predictable basis. These recurrent features in the finest stories supply vocabulary that children may employ later for their own expressive purposes. This recurring pattern, or parallelism, allows the engaged listener to enter the tale while also offering natural assistance for language learning. The stories are memorable because the vocabulary is repeated, which encourages kids to engage.

Furthermore, when stories fit these qualities, it is much simpler for kids to understand the meaning, not only because the stories are relevant to their real-life surroundings, but also because the use of pantomime and body language makes the story more intelligible for the students. Stories,

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<sup>17</sup> Roslinawati Mohd Roslan, *the Use of Stories and Storytelling in Primary Science Teaching and Learning*, University Brunei Darussalam.

on the other hand, have patterns that assist students' in becoming acquainted with and internalizing the new language.

Islamic stories created smart and creative educational institutions to collaborate value Rosulullah character in his time with the current conditions. Stories from Islam teach us about life, ourselves, and religion. It is a one-of-a-kind opportunity for children to gain an understanding, respect, and admiration for various cultures, as well as to foster a good attitude toward individuals from diverse places and races. Moral emotion as a result of the introduction of value supplied by fairy-tale characters Islamic tales As a result, we can infer that the Islamic narrative provides several benefits for children, including moral value, educational story, religious character, and many more.

## **C. Vocabulary**

### **1. The Definition of Vocabulary**

Vocabulary is the number of words a person hears, recognizes, understands, and uses in his speech and writing.<sup>18</sup> Learning vocabulary makes it simpler to understand literature and listen to others, and it may be applied in a variety of situations. All talents rely heavily on language mastery. Students' abilities in listening comprehension, writing, speaking, and reading are hampered by their limited vocabulary. Vocabulary is a strong means of conveying meaning. Recognizing the

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<sup>18</sup>George D. Spache, *Reading in The Elementary School*,(New York: Allvn & Bacon, inc, 1964), p.326.

communicative potential of vocabulary, a student may fairly seek to gain a working knowledge of a large number of words.

Furthermore, students with a large vocabulary will find it simpler to express themselves in English. Vocabulary refers to all of the words that a person knows and uses. The more words students' know and can use, the more meaning they can convey in a variety of situations. It may be concluded that vocabulary has a significant impact on students' English learning.

As a result, according to the statements above, knowledge of vocabulary can assist students' in understanding and mastering four English abilities. Students with a large vocabulary will find it simpler to express their linguistic abilities.

## **2. The Concept of Teaching Vocabulary**

It is not as simple to teach and learn a foreign language as it is to study one's home language. When learning a foreign language, students may encounter a variety of learning difficulties dealing with vocabulary, sound systems, and how to organize words into sentences that are substantially different from those of their home languages. Teachers can include vocabulary learning into classroom activities by taking into account the students' level of language competency, allowing for successful and effective vocabulary acquisition.

Teaching language, is the most important aspect of the teacher's craft.<sup>19</sup> This indicates that teaching vocabulary is a crucial part of learning a foreign language. Based on the curriculum, the teacher should select and implement a teaching technique and media that are appropriate for the student's requirements. As a result, even if the students' grasp the material, the teacher must find creative ways to teach vocabulary.

Based on the statement above, the researcher concludes that vocabulary learning is important. Vocabulary is crucial in language. In communication, students may convey ideas that others can grasp. A person's vocabulary is defined as either the set of all words that person understands or the set of all words that person is likely to employ when creating new sentences.

According to the ideas discussed above, it is apparent that learning vocabulary plays a significant role in learning a language, which the teacher must consider when picking the vocabulary that will be taught. Because there are many different sorts of words that correspond to different categories of vocabulary, the teacher must determine which words to teach.

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<sup>19</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Longman, 1991), P. 229

## CHAPTER III

### RESEARCH METHOD

#### A. The Type and Characteristics of Research

It is well known that there are several research techniques that may be employed in doing research, particularly when investigating topics for writing paragraphs. There are at least two categories of research methods, quantitative and qualitative. In addition, the qualitative approach was applied by the researcher in this study. Qualitative approaches are one method for investigating and understanding the significance of personal or community examined to social or people problem.<sup>20</sup> Qualitative research is a study that could be investigated and knowing the matter of person or social by personal or community.

Furthermore, descriptive qualitative research will be emphasized as a feature of this study. The researcher will be given a survey that may be used to explain and summarize occurrences. It signifies that the goal of the survey may be attained a suitable role of specific objects for descriptive research. Furthermore, the goal of descriptive qualitative research is to describe the properties of data in the investigation.

Based on the above description, the purpose of this research is to assess the efficacy of adopting entire physical reaction utilizing Islamic stories in the teaching of vocabulary.

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<sup>20</sup>John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches 3<sup>rd</sup> Ed*(New Delhi: Sage Publications, 2003), 42

## **B. Data Resource**

The researcher will be classified the data resource into two parts as follow:

### 1. Primary Resource

Primary sources contain the original literature as well as the researcher's initial point of view.<sup>21</sup> Furthermore, the key sources of this research are observations of complete bodily reactions in teaching vocabulary through Islamic tales.

### 2. Secondary Resource

Everything that supports this research is considered a secondary source. Furthermore, the secondary sources for this research include scientific books, international journals, e-books, articles, and document data connected to English subjects, specifically total physical reactions (TPR) utilizing Islamic tales in teaching words that are related to this research. The books are discussions of themes, whereas history books, encyclopedia articles, and evaluations of research, journals, and other related papers are obtained from public sources on the internet.<sup>22</sup> The book that used in this research is approaches and methods in language teaching by Richards, J. C. & Rodgers, T. S.

## **C. Data Collection Technique**

The researcher will be use three techniques to collect the data, by the following:

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<sup>21</sup> John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*, 4th ed. (California: Pearson, 2011), 83.

<sup>22</sup> Donald Ary et al., *Introduction To Research In Education 8th Edition*, 8th ed. (USA: Wadsworth Publishing, 2009), 467.



### 1. Observation

Observation is one of the data gathering strategies used by researchers to get vital information for this study. This study employs open-ended observation, which is carried out by students.

### 2. Interview

A qualitative interview occurs when the researcher asks various open-ended questions to multiple individuals and then notes their responses.<sup>23</sup> That is, the researchers will conduct open-ended interviews with the students'. In this study, the researcher will interview students based on certain criteria to determine why they are uninterested in learning language and how they prefer to acquire vocabulary.

### 3. Documentation

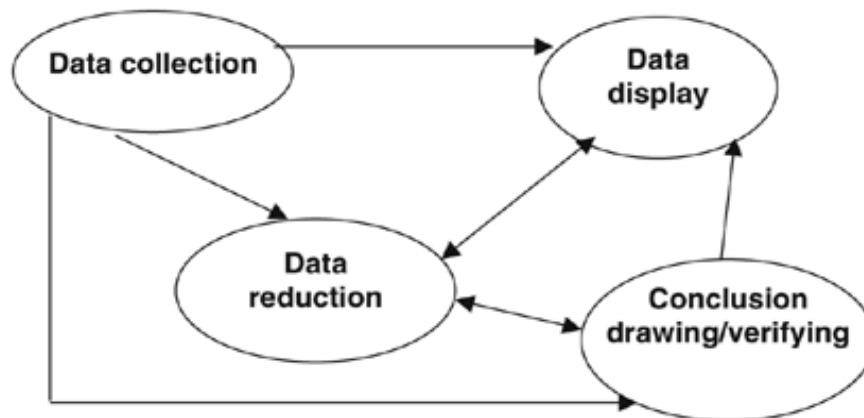
The researcher use document procedures in data collection. Records required by the researcher in this research include papers derived from students' vocabulary and documents pertaining to the completeness of the research environment. Research settings includes description of profiles of MTs AI – Muhajirin such us history of research location, vision and mission, organization of research location and others references that are relate to this research.

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<sup>23</sup>Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*, 217.

## D. Data Analysis Technique

Data analysis is a vital element of research since all of the data gathered will be examined and the results will be presented in the final report. Qualitative data often comprises the findings of interviews, field notes, observations, and documentation. The data will be analyzed and explained in depth by the researchers. The researcher will utilize the Miles and Huberman model to analyze the data.



**Figure 1. Analysis Components of Miles and Huberman Model**

Components of data analysis of Miles and Huberman model includes:<sup>24</sup>

1. The first phase is data collection, which requires gathering all information from the outcomes of researchers' interviews, observations, and student vocabulary papers in order to complete the research.
2. The second, by specifying the data relevant to this research, the researcher will simplify the data that has been acquired.

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<sup>24</sup>Matthew B. Miles, A. Michael Huberman, and Johnny Saldana, *Qualitative Data Analysis: A Methods Sourcebook*, 4th ed. (California: Sage Publications, Inc, 2019), 33.

3. The third step is to show the data and discuss its general content. The study findings are presented in the form of a word.
4. Finally, after finishing data analysis and receiving study findings, the researcher may reach conclusions regarding his research.

As a result, data analysis is one of the most critical activities in the research process.

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. FINDINGS

This section describes about the implementation of Total Physical Response (TPR) using Islamic Stories in teaching vocabulary at MTs Al-Muhajirin Bandarsakti North Lampung.

##### **1. The Implementation of Total Physical Response Using Islamic Stories in Teaching Vocabulary at MTs Al-Muhajirin Bandarsakti North Lampung**

Total Physical Response (TPR) is a great method for teaching a foreign language to children and adults, especially beginners. "TPR has become a popular and effective approach of introducing children and adults to a foreign language, particularly listening, especially in the early phases of instruction. The uniqueness of the TPR method in MTs Al-Muhajirin Bandarsakti North Lampung is the TPR with Islamic stories. The teacher does not only warm up students through instructions, then students respond with physical movements but students are required to tell stories while acting out stories by doing physical movements and responses. So, every student has the opportunity to practice understanding vocabulary and speaking through the roles contained in the story.

TPR using Islamic stories at MTs Al-Muhajirin is divided into five steps, namely:

- a. The first step, the teacher gives TPR warm-up to students in the form of imperative verbs.

- b. Then the second step, the teacher introduces the target vocabulary of the new concept of the day and teaches them the TPR movements. Then the teacher tells Islamic stories using gestures.
- c. In the third step, students have the opportunity to retell the story. This can be done in a variety of ways, from one student retelling the whole story, retelling it in pairs, or asking students to take turns telling individual parts of the story.
- d. After the students show the story the teacher retells the story but from a different point of view.
- e. The last step is the teacher gives a quiz.

The implementation of TPR using Islamic Stories in MTs Al-Muhajirin Bandarsakti North Lampung:

- a. To begin the class, the teacher asked class coordinator to lead to pray together before starting the lesson of the day. Then, the teacher greeted the students and asked about their condition. Usually teacher opens the class by reciting Basmallah together and greeting some students. It aimed to make students comfortable before the class begins. In order that the students enjoy the lesson from the beginning until the end. The teacher usually ask their condition and gives interesting warming up such as the teacher plays a video and asks the students to imitate. Then the teacher gives brainstorming before starting the material. The teacher gives some imperative verbs and they must respond to the command given by teacher for example; clap your hands - clap your hands three times - jump once - jump seven times-turn around -

jump once and clap twice - jump five times and clap twice. It helps students' who are bored, lack of spirit, or lack of focus will be enthusiastic and ready to have English materials.

- b. Then the teacher introduced the target vocabulary from the new concepts of the day and taught them through TPR gestures. The teacher acted out the gesture, some students imitated what their teacher did. Then the teacher gave a series of command and observing the students to make sure they knew the corresponding gestures. After that, the teacher told the story using the target vocabulary of the day and asked the students to pay attention carefully to his explanation so that the students would not miss a single sequence of the story and they can get complete understanding, both in understanding the meaning of the words and in comprehending the story.
- c. Then the teacher divided class into 6 groups, each group consist of 3-4 students the teacher gave students 15 minutes to preparing their performance in front of the class for storytelling practice and the students would perform it with their group. The student tells the story by way of role play, interacting with other players, and giving a series of instructions to other players to respond with physical movement while speaking English. So each student has a chance to speak English. After the students shows their performance, the teacher retold the story again but from different perspective. The story was changed it was not completely the same as the previous story but the teacher might change the subject or the object of the story it aimed to add students' vocabulary mastery more.

- d. Having finished with all the previous steps the teacher gave the quiz that is the teacher doing physical movements, then the student guessed it by speaking English. The quiz aimed to know how far students comprehended the story. The teacher and students discussed the quiz together. They checked and corrected the answer. While checking and correcting, the teacher asked the students more and more in order to know their understanding.
- e. The class was finished. The teacher concluded the material and teacher told the students about the next material they were going to learn.

TPR using Islamic stories delivered with Storytelling is an effective technique in learning vocabulary and speaking, because every student has the opportunity to speak in front of the class and the teacher can find out the students' vocabulary mastery abilities. Students practice remembering vocabulary and speaking while doing movements, while other students who become audience can better understand the storyline and know the meaning of the spoken vocabulary through the physical movements of students who tell stories. It can be note that, TPR using Islamic stories in learning vocabulary can help increase the amount of vocabulary mastery by student.

## **B. DISCUSSION**

### **1. Analysis of the Implementation of Total Physical Response Using Islamic Stories in Learning Vocabulary at Mts Al-Muhajirin Bandarsakti North Lampung**

This section presents the justification of theories constructed from the research findings and theories proposed by experts. The most thing in success of teaching learning process is method used. According Asher, physical activity is an excellent way to improve comprehension and memory.<sup>25</sup> Physically reacting to commands appears to establish long term memory. According to the remarks, children would remember the information they learn longer if it involves their bodily movement.

To achieve learning and teaching goals process, teachers at MTs Al-Muhajirin must pay attention to various teaching and interesting classroom situations. Based on interview that researcher conducted, the teacher stated that the students had various characters and abilities. However, all students have passion to learn English. The students say that their teacher is very kind and friendly. They also make a joke at every meeting in class, so that students do not get bored in teaching and learning activities. In addition, the teacher also offers many interesting games more students to actively speak English.

Furthermore, the teachers also applied the method to make the students more active and communicative. The students said that they like with the variety of technique and method applied by their teachers. Due the presence of games or variations of teaching technique and method that they will be more interested and active in join the learning process.

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<sup>25</sup> James T. Asher in Robert W. Blair, *Innovative Approaches to Language Teaching*, (Massachussets: Newbury House Publisher,1992), P.20



From the implementation, the characteristics or types of TPR teaching and learning activities for Islamic stories at MTs Al-Muhajirin are teachers developing learning through Islamic stories. The teacher tells about Islamic stories by doing physical movements and students understand the story through the vocabulary they hear and understand the vocabulary by seeing physical movements when the teacher tells the story.

## **2. The Effectiveness of Total Physical Response In Learning Vocabulary By Using Islamic Stories**

### **a. The Class Participation**

According to Kharsen, the advantage of using TPR in the learning process is that students can enjoy learning because the TPR approach can reduce students' stress when learning a foreign language.<sup>26</sup> From this statement, it can be understood that students will feel comfortable with learning that is fun and not boring. From several meetings, the students showed that they were interested in taking lessons using the Total Physical Response Method with Islamic stories because they not only had to memorize words and commands, had to carry out such commands but they also gained knowledge about Islamic stories. Words and commands are always followed by actions. This makes students want to try to carry out the orders given by the teacher.

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<sup>26</sup> Stephen D. Krashen, *Principles and Practice in Second Language Acquisition*, (Oxford: Pergamon Press, 1982), p.141

The participation of the students also could be seen from their behavior when the English learning was conducting. When the researcher asked the students to come in front of the class, FY raised his hand voluntarily though not directly. At first he raised his hand doubtfully, but when the researcher asked several times, FY finally raised his hand. Although FY did not perform all the commands well, at least the researcher could conclude that this way of teaching could help the students raising their motivation in learning English vocabulary. MI also wanted to pointed himself to be the model of the commands. Especially for MI, it was still not easy to him to perform the commands. He just could recognize a little and still felt shy. But, he could show a better progress in the last test than the first test.

From the analysis conducted by the researcher, then it can be interpreted that teaching vocabulary through the TPR method using Islamic stories is effective and quite successful. It can be seen of students' improvement in learning vocabulary using the TPR method.

#### **b. The Pronunciation of the Students**

During the lesson, the teacher also emphasizes the pronunciation of the words given. In introducing the words before giving the command, the teacher asks the students to say the words several times. First, they still make many mistakes in pronouncing words. At the first time, they have more difficulty in pronouncing English words. It was okay since they were

learning it for the first time. However, in the next meeting, they could pronounce English words and understand the words better than before.

FY could show a better progress in pronouncing the words. FY could pronoun 11 from vocabulary in Islamic stories. Different with FA, MI who has difficulty in articulating the words showed an average result. Especially for MI who has deficit in articulating the words, it was hard to him to pronounce the English words. He pronounced the words unclearly. The repetition of pronouncing the words brought the students to a better pronunciation.

**c. The Benefit of Implementing Total Physical Response Using Islamic Stories**

In conducting this research, the researcher focused on performing ability. From the teaching and learning process, the researcher found that the students had better result on performing the command and pronouncing the words. It can be seen from the score of the test. The researcher also found that the students learned the vocabulary about class property easier than vocabulary about part of body.

The benefits of using Total Physical Response as a method of improving students' English vocabulary were also found in this research.

The benefits are as follow:

- 1) TPR method can help the students learning English vocabulary since it is enjoyable. The students enjoyed moving around and do not sit on the chair only.

- 2) TPR method is memorable. Students' memorization stored longer since the commands are always followed by action.
- 3) TPR can train the students to be active in the class since this method makes the students get involved by their body movement through commands.
- 4) Acting out the vocabulary through commands help the students to remember the words and its meaning.
- 5) Repetition of the words help the students to learn the English words and the pronunciation.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. CONCLUSION

Based on the result of the analysis, the researcher concludes that:

1. From the data analysis about the implementation of TPR using Islamic stories in teaching vocabulary can be concluded that: The Total Physical Response method using Islamic stories can help students improve their understanding of a number of English vocabularies. The vocabulary referred to by the researcher is the vocabulary of the Islamic story told by the teacher. Based on the results of research analysis data, it can be concluded that teaching English vocabulary using the TPR method can improve the results of better vocabulary understanding. This is evidenced by the fact that students who previously had difficulty memorizing English vocabulary changed after receiving treatment with the TPR method using Islamic stories. There was an increase in students' ability to memorize English vocabulary.
2. After conducting the research, the researcher found the effectiveness of TPR method in teaching English vocabulary. TPR using Islamic stories is an effective technique in learning English vocabulary, because every student has the opportunity to memorize vocabulary by looking at the movements. From the physical movements that are carried out, students can understand easily the meaning of the word, can also improve the amount of vocabulary mastery by students. If students master a lot of vocabulary, they will be better prepared to

speak English. Implementation of TPR using Islamic stories at MTs Al-Muhajirin Bandarsakti North Lampung can make the classroom atmosphere cheerful and students become active during the learning process. Students can learn English with pleasure and enthusiasm.

## **B. SUGGESTION**

After analyzing the data and writing the conclusion, the researcher would like to give some suggestions as follows:

### **1. For the teacher**

Using Total Physical Response method in teaching English vocabulary is recommended for English teachers to teach students. They should make a variation of the topic of the material and also make it interesting and enjoyable for students. The TPR using Islamic stories may be used to teach other subjects as well, depending on the teachers' ingenuity. Furthermore, the learning technique should be suited for the student's condition and the school facilities.

### **2. For the students**

They need to pay attention to the teacher's instruction. Although TPR method is easy to be applied in learning English and already proved that it improved speaking skill and vocabulary mastery, the success of the method depends on the learners. The students are better to make themselves enjoy the process of learning. Then, always practicing memorizing vocabulary and speaking in English every day makes their speaking ability better from day to day.

### 3. For the next researcher

This research still has many weaknesses. Thus, the researcher suggests to the next researchers to be actively explore many methods of vocabulary mastery. This research also could be one of the references for the next researchers.

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# **APPENDICES**

## INSTRUMENT OF DATA COLLECTION

### 1. DATA SOURCE

Audio transcription of interview with Miss Dewi Utami, English Teacher of MTs Al-Muhajirin Bandarsakti North Lampung.



**Date** : 26 March 2020

**Venue** : MTs Al-Muhajirin

because R = *Researcher*

*T=Teacher*

1. R: Is English important for students to learn?

T: in my own opinion English is very important to learn for students both at school and outside of school, because English is a second language in the world because apart from being at school English can also be used in everyday life.

2. R: What is the difficulties do you often experience in teaching English?

T: The difficulty I'm having may be in vocab. They have difficulty interpreting words in sentences because they are not familiar with these words so they have difficulty interpreting them.

3. R: Is choosing of media in learning English important?

T: Regarding the selection of media in learning English, it is important, because in its delivery, if it is less interesting, it will make children not understand the lesson. However, if the media presented is interesting, they will be very enthusiastic to want to know about the learning that is delivered.

4. R: In your opinion, is vocabulary important in learning English?  
T: Vocabulary is very important because if students already know the vocabulary, they know a lot about the meaning of the vocabulary, they will automatically be able and able to understand the meaning of the sentences or discourse in the learning book.
5. R: Can Islamic stories help increase student vocabulary?  
T: Yes, because it helps add to their vocabulary. By inserting a story with an Islamic perspective, God willing, it will be interesting again because it can add to Islamic vocabulary and can learn science from the story.
6. R: Can students' interest in learning influence them to master vocabulary?  
T: Interest in learning greatly affects learning, because if within themselves there is no interest in learning English, especially of course they will have difficulty interpreting the vocabulary in the lesson. However, if they are interested in following, God willing, they can easily find the meaning of the word they want to interpret.
7. R: Do you feel the difference in the atmosphere when teaching with the total physical response method using Islamic stories and not using them?  
T: There is a difference, where when conveying learning using ordinary folklore students are already able to recognize the story, but when Islamic stories are delivered students become more enthusiastic about knowing the lesson that will be delivered.
8. R: How do you see or think about the physical response method?  
T: The physical response method has its own influence, because when students are ordered to say it they immediately give movement automatically. So indirectly their motor muscles move to follow their words.
9. R: Besides new vocabulary, what abilities can be improved if students learn usi How do you choose the method to use in the learning process?
10. R: The selection of learning methods is adjusted to the material to be delivered to studentsng this method?  
T: They can also immediately respond to the activities they get with their body movements.

11. R: How do you choose the method to use in the learning process?  
T: The selection of learning methods is adjusted to the material to be delivered to students.
12. R: Why do you use the physical response method more often with Islamic stories in learning English than regular stories?  
T: Maybe because ordinary folk stories are familiar to students, while Islamic stories add more moral values to children so they can behave better.
13. R: Why does miss use the TPR method with Islamic stories rather than using other media such as puzzles or games?  
T: Because this method is in accordance with the material that I convey. Like text material if using puzzles or games it's not suitable. So it is more suitable to use TPR taken from Islamic stories.
14. R: What do you think about the use of the TPR method using Islamic stories in learning English is good?  
T: The use of this media will be better if there is communication between the teacher and students. So that there is a student response to the teacher when the teacher gives questions related to the learning.
15. R: How do you make students more enthusiastic about learning English in the TPR method using Islamic stories?  
T: Here it relates to the enthusiasm and enthusiasm of students. This is also very sensitive because in learning students will definitely feel boring, especially if the material is text. Then it can be done by giving examples of Islamic texts related to the story of the prophet which might have something to do with the current story. Like the story of the prophet lut which can be connected with events that are rife at this time. So that they can take the moral values that have been learned and can be applied in the lives of their respective students.

## Documentation





**Date : March 23 2022**

**Venue : MTs Al-Muhajirin**

Class atmosphere on March 23 2022, where the teacher explained about the total physical response method and the students gave a good response, the teacher divided the students into several groups, one group consisted of 4 students, from what I observed the students were very enthusiastic about the new method that the teacher used with telling the story of the prophet Nuh where the teacher gives an example and then each group advances to present the story with the movements used. movement by telling stories makes it easier for them to memorize the vocabulary they get. Students are very interested in coming forward and telling the story.







**Date : March 24 2022**

**Venue : MTs Al-Muhajirin**

The second day of my research with the total physical response method, the students were very impatient with the turn of moving forward by telling stories that were told with the body movements they did, the students were very interested in learning English with this method, according to them, this method was more easy and interesting in the process of teaching and learning, by bringing new methods students become happier and not easily bored.



**Date : March 24 2022**

**Venue : MTs Al-Muhajirin**

the last day of the research where all students had progressed and demonstrated their performance in reciting the story of Prophet Lut and each student gave a good response and they said that using a fun method of learning was more interesting and didn't feel bored means the total physical response method using Islamic stories very effective for learning vocabulary so learning vocabulary for students is not boring and easy to understand using Islamic stories. They can find and remember more vocabulary because they tell and also make movements so that their motor muscles are used faster, so students can increase their knowledge more about vocabulary and so they find it easier to learn English. Therefore, in this third study it can be proven that total physical response can be an effective method of learning vocabulary for MTs students.



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Nomor : B-1454/In.28.1/J/TL.00/06/2020  
Lampiran : -  
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,  
KEPALA MTS AL MUHAJIRIN  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama : **RAHMAH SAFITRI**  
NPM : 1701070196  
Semester : 6 (Enam)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Pendidikan Bahasa Inggris  
Judul : **THE EFFECTIVENESS OF IMPLEMENTING TOTAL PHYSICAL RESPONSE USING ISLAMIC STORIES IN TEACHING VOCABULARY AT MTS AL MUHAJIRIN**

untuk melakukan *pra-survey* di MTS AL MUHAJIRIN.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 23 Juni 2020

Ketua Jurusan  
Tadris Bahasa Inggris



Ahmad Subhan Roza, M.Pd./  
NIP. 19750610 200801 1 014/



**KEMENTERIAN AGAMA**  
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**KECAMATAN ABUNGSURAKARTA LAMPUNG UTARA**  
**(Status : Terakreditasi : B)**

Alamat : Jl. Pendidikan No. 244 DesaBandarsaktiKecamatanAbung Surakarta Lampung Utara  
NSM : 121218030039 NPSN : 10816632  
email : mtsalmuhajirinbandarsakti@gmail.com

**SURAT KETERANGAN**

No : 105/ MTs.AM / BS / VI / 2021

Yang bertandatangan di bawah ini, Kepala Madrasah Tsanawiyah Al-Muhajirin Bandarsakti Kec.Abung Surakarta Kab. Lampung Utara Lampung menerangkan bahwa :

Nama : **RAHMAH SAFITRI**  
NPM : 1701070196  
Semester : 8 ( Delapan )  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Pendidikan Bahasa Inggris

Bahwa yang bersangkutan yang bersangkutan telah melaksanakan kegiatan Pra Survey dalam rangka penyelesaian tugas akhir skripsi di MTs Al-Muhajirin Bandarsakti Kec.Abung Surakarta Kab. Lampung Utara yang berjudul : **“THE EFFECTIVENESS OF IMPLEMENTING TOTAL PHYSICAL RESPONSE USING ISLAMIC STORIES IN TEACHING VOCABULARY AT MTs AL-MUHAJIRIB BANDARSAKTI NORTH LAMPUNG”**

Demikian surat keterangan ini kami buat untuk dipergunakan sebagaimana mestinya.

Bandarsakti, 29 Juni 2021  
Kepala Madrasah



**ABDUL ZUHRI, S.Pd.I**

NIP : -



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Nomor : B-0772/In.28/D.1/TL.00/03/2022  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
**KEPALA MTs AL-MUHAJIRIN**  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-0773/In.28/D.1/TL.01/03/2022,  
tanggal 10 Maret 2022 atas nama saudara:

Nama : **RAHMAH SAFITRI**  
NPM : 1701070196  
Semester : 10 (Sepuluh)  
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MTs AL-MUHAJIRIN, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECTIVENESS OF IMPLEMENTING TOTAL PHYSICAL RESPONSE USING ISLAMIC STORIES IN TEACHING AND LEARNING VOCABULARY AT MTs AL-MUHAJIRIN BANDARSAKTI NORTH LAMPUNG".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 10 Maret 2022  
Wakil Dekan Akademik dan  
Kelembagaan,



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Nomor: B-0773/In.28/D.1/TL.01/03/2022

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **RAHMAH SAFITRI**  
NPM : 1701070196  
Semester : 10 (Sepuluh)  
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MTs AL-MUHAJIRIN, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECTIVENESS OF IMPLEMENTING TOTAL PHYSICAL RESPONSE USING ISLAMIC STORIES IN TEACHING AND LEARNING VOCABULARY AT MTs AL-MUHAJIRIN BANDARSAKTI NORTH LAMPUNG".
  2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro  
Pada Tanggal : 10 Maret 2022

Mengetahui,  
Pejabat Setempat

Wakil Dekan Akademik dan  
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**SURAT KETERANGAN**

No : 110/ MTs.AM / BS / X / 2022

Dasar surat dari Intitut Agama Islam Negeri Metro, perihal izin research tertanggal 30 maret 2022, maka Kepala Madrasah Tsanawiyah Al-Muhajirin Bandarsakti dengan ini menenraangkan bahwa mahasiswa di bawah ini :

Nama : **RAHMAH SAFITRI**  
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Bahwa yang bersangkutan telah melaksanakan kegiatan Research dalam rangka penyelesaian tugas akhir skripsi di MTs Al-Muhajirin Bandarsakti Kec.Abung Surakarta Kab. Lampung Utara yang berjudul : ***“The Effectiveness Of Implementing Total Physical Response Using Islamic Stories In Teaching Vocabulary At Mts Al-Muhajirib Bandarsakti North Lampung”***

Demikian surat keterangan ini kami buat untuk dipergunakan sebagaimana mestinya.

Bandarsakti, 25 Oktober 2022  
Kepala Madrasah



**ABDUL ZUHRI, S.Pd.I**  
**NUPTK : 6443743649200003**



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Jurusan : TBI

NPM : 1701070196

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|----|---------------|------------|----|---|------------------------|
|    |               | I          | II |   |                        |
| 1. | 10/21<br>/2   |            | ✓  | • Outline Proposal  |                        |
| 2. | 9/8<br>/21    |            | ✓  | • Background of study<br>• problem Identification<br>• problem formulation. |                        |
| 3. | 29/8<br>/21   |            | ✓  | • Cek daftar pustaka dan footnote<br>• Revisi bab 3                         |                        |
| 4. | 7/21<br>/9    |            | ✓  | • pergantian metode kualitatif ke PTK<br>• Revisi bab 2                     |                        |
| 5. | 28/21<br>/6   |            | ✓  | • Revisi bab 3<br>• Cek kutipan di setiap nama Pengarang                    |                        |
| 6. | 19/21<br>/10  |            | ✓  | • ACC bab 1, 2, 3 seminar   |                        |

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| 1. | 29/10/21      | ✓          |    | Revisi :<br>• Background of study<br>• Perubahan metode penelitian dari PTK ke kualitatif. |                        |
| 2. | 3/11/21       | ✓          |    | Revisi :<br>• Problem formulation<br>• Bibliography  |                        |
| 3. | 12/11/21      | ✓          |    | Revisi :<br>Data Resource  |                        |
| 4. | 24/11/21      | ✓          |    | Revisi :<br>• Table of contents<br>• Data Resource<br>• Data collection technique          |                        |
| 5  | 26/11/21      |            |    | Acc to former  |                        |

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|    | 20/6 2022     | 1          | Bimbingan Revisi terkait bab 4 dan 5 |    |
|    | 22/6 2022     | 1          | Revisi bab 4 dan 5                   |   |
|    | 14/07 2022    | 1          | Revisi bab 5                         |  |
|    | 20/07 2022    | 1          | ACC Bab 4 dan 5<br>ACC to Munagasah  |  |

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**Leny Setiyana, M.Pd**  
NIDN. 2016099101



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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
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IAIN METRO

Nama : RAHMAH SAFITRI

Jurusan : TBI

NPM : 1701070196

Semester : X

| No | Hari/ Tanggal   | Pembimbing |    | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa  |
|----|-----------------|------------|----|-----------------------------|---|
|    |                 | I          | II |                             |   |
|    | Senin / 21-2-22 |            |    | Bimbingan APD<br>ACC        |  |
|    | Jumat / 25-2-22 |            |    | filakan lanjut ambil data   |  |

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**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-1415/ln.28/S/U.1/OT.01/11/2022**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : Rahmah Safitri  
NPM : 1701070196  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2022 / 2023 dengan nomor anggota 1701070196

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 22 November 2022

Kepala Perpustakaan



Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.  
NIP. 19750505 200112 1 002

# THE EFFECTIVENESS OF IMPLEMENTING TOTAL PHYSICAL RESPONSE USING ISLAMIC STORIES IN TEACHING VOCABULARY AT MTS AL – MUHAJIRIN BANDARSAKTI NORTH LAMPUNG

*by* Rahmah Safitri

**Submission date:** 21-Nov-2022 04:01PM (UTC+0700)

**Submission ID:** 1960184035

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**Word count:** 6940

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# THE EFFECTIVENESS OF IMPLEMENTING TOTAL PHYSICAL RESPONSE USING ISLAMIC STORIES IN TEACHING VOCABULARY AT MTS AL – MUHAJIRIN BANDARSAKTI NORTH LAMPUNG

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