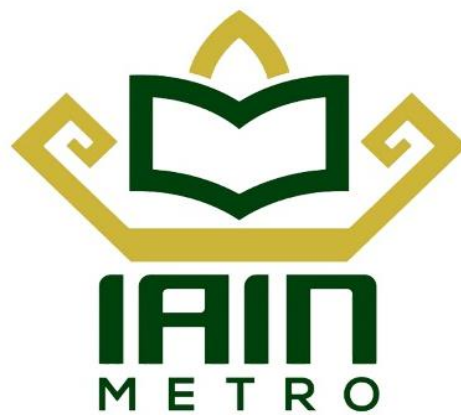


AN UNDERGRADUATE THESIS

**THE USE OF TOTAL PHYSICAL RESPONSE METHOD TO
IMPROVE THE STUDENTS' VOCABULARY MASTERY AT
MTS MA'ARIF 01 PUNGGUR**



By:
NOVIA KHOIRUNNISA
Student Number :2101051026

TARBIYAH AND TEACHER TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT
STATE ISLAMIC INSTITUTE OF METRO
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THE STUDENTS' VOCABULARY MASTERY AT MTS MA'ARIF 01
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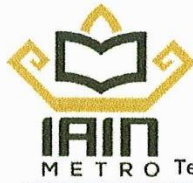
Presented as a Partial Fulfilment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
In English Education Study Program

By :
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APPROVAL PAGE

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IMPROVE THE STUDENTS VOCABULARY MASTERY AT MTS
MA'ARIF 01 PUNGGUR

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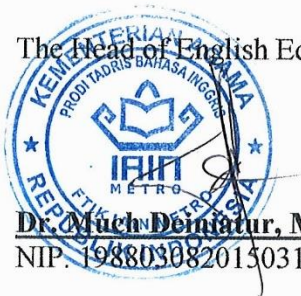
Faculty : Tarbiyah and Teacher Training

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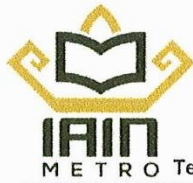
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Assalamualaikum Wr.Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh:

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MA'ARIF 01 PUNGGUR

Sudah kami dapat setuju dan dapat diajukan untuk dimunaqosyahkan, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

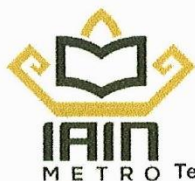
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NOTIFICATION LETTER

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To: The Honorable the
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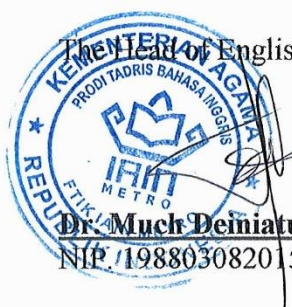
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We have given guidance and enough improvement to research thesis script which is written by:


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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the examined. Thank you very much.

Wassalmu'alaikum Wr. Wb


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RATIFICATION PAGE

No: B-2672 / n.28.1 / J / 2025.00.9 / 07 / 2025

An Undergraduate thesis entitled: THE USE OF TOTAL PHYSICAL RESPONSE METHOD TO IMPROVE THE STUDENTS' VOCABULARY MASTERY AT MTS MA'ARIF 01 PUNGGUR written by: Novia Khoirunnisa, Student Number 2101051026 English Education Department had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Thursday, June 26th, 2024, at 09.00-11.00 AM

BOARD OF EXAMINERS

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ABSTRACT

THE USE OF TOTAL PHYSICAL RESPONSE METHOD TO IMPROVE THE STUDENTS' VOCABULARY MASTERY AT MTS MA'ARIF 01 PUNGGUR

By :

NOVIA KHOIRUNNISA

In this study, the Total Physical Response (TPR) method is used to improve students' vocabulary skill in English. This study aims to determine that the TPR method can improve students' vocabulary mastering and to find out how it can help in their remembering of English vocabulary. This is predicated on the finding that children have trouble memorizing vocabulary because they are unable to comprehend the meaning of language in English.

Two cycles of classroom action research (PTK) are used in this kind of study. Planning, action, observation, and reflection are the components of every cycle. The focus of this research is on the 24 students in class VII B, specifically MTs Ma'Arif 01 Punggur. Researcher employed tests, including pre-test, post-test 1 in cycle 1 and post-test 2 in cycle II, as well as documentation, observation, and reflection, to gather data.

The study's findings indicate that students' command of English vocabulary has improved. The mean achievements of the pupils on the pre-test, post-test 1, and post-test 2 show this progress. The rise from pre-test 52 to 73.5 in cycle I post-test and to 80.12 in cycle II post-test. Based on these findings, it can be said that the entire physical response approach is effective in raising students' vocabulary knowledge at MTS Ma'arif 01 Punggur as the study's objectives have been reached. One of the teaching strategies that can help students in MTs Ma'Arif 01 Punggur become more proficient in vocabulary is TPR.

Keyword: English Vocabulary, Classroom Action Research (CAR), Total Physical Response (TPR)

ABSTRAK

PENGUNAAN METODE TOTAL PHYSICAL RESPONSE UNTUK MENINGKATKAN PENGUSAAN KOSAKATA SISWA DI MTS MA'ARIF 01 PUNGGUR

Oleh:

NOVIA KHOIRUNNISA

Penelitian ini membahas tentang peningkatan penguasaan kosakata bahasa Inggris siswa dengan menggunakan metode Total Physical Response (TPR). Tujuan dari penelitian ini adalah untuk mengetahui bahwa metode TPR dapat meningkatkan penguasaan kosakata siswa dan mengetahui seberapa jauh metode TPR dapat membantu siswa untuk mengingat kosakata bahasa Inggris s. Hal ini berdsarkan pada identifikasi masalah bahwa siswa memiliki kesulitan dalam memahami arti dari kosakata bahasa Inggris sehingga siswa sulit untuk mengingat kosakata.

Jenis penelitian ini adalah Penelitian Tindakan Kelas (PTK) yang dilakukan dengan dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan dan refleksi. Objek penelitian ini adalah siswa MTs Ma'Arif 01 Punggur kelas VII B yang terdiri dari 24 siswa. Dalam pengumpulan data peneliti menggunakan test yang terdiri dari pre-test, post-test 1 pada siklus 1 dan post-test 2 pada siklus II, observasi, refleksi dan dokumentasi.

Hasil dari penelitian ini menunjukkan bahwa ada peningkatan pada penguasaan kosakata bahasa Inggris siswa. Peningkatan ini dapat dilihat dari nilai rata-rata siswa pada pre-test, post-test 1 dan post-test 2. Peningkatan dari pre-test 52 menjadi 73,5 pada post-test 1 siklus I dan pada post-test 2 cycle II menjadi 80,12. Berdasarkan hasil tersebut dapat disimpulkan bahwa penggunaan metode total physical response untuk meningkatkan penguasaan kosakata siswa di MTs Ma'Arif 01 Punggur berhasil karena kriteria penelitian ini telah tercapai dengan baik. TPR adalah salah satu metode pembelajaran yang dapat membantu meningkatkan penguasaan kosakata siswa meningkatkan penguasaan kosakata siswa di MTs Ma'Arif 01 Punggur.

Kata Kunci : Kosakata Bahasa Inggris, Penelitian Tindakan Kelas (PTK), Total Physical Response (TPR).

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned :

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States that this thesis is original result of my research, except for certain parts that are referred to from the source and mentioned the bibliography

Metro, 15 Juli 2025



Novia Khoirunnisa
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Menyatakan bahwa skripsi ini secara keseluruhan asli hasil penelitian saya, kecuali bagian – bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 15 Juli 2025



Novia Khoirunnisa
NPM. 2101051026

MOTTO

إِنْ هَؤُلَاءِ بِأَسْمَاءِ أَنْبِئُونِي فَقَالَ الْمَلَكَةُ عَلَى عَرَضَهُمْ ثُمَّ كُلُّهَا الْأَسْمَاءِ ءَادَمَ وَعَلَّمَ كُنْتُمْ صَادِقِينَ

“And He taught Adam the names of all things, then presented them to the angels and said, ‘Tell Me the names of these, if you are indeed of the truthful.’”

(Q.S Al-Baqarah : 31)

Human clock – is always in a rush,

God’s clock – is always on time

We have plans, but God has time, and we want to hurry, but God makes the final choice. Furthermore, the plan of God is the best.

- MMudryk -

DEDICATION PAGE

This undergraduate thesis is especially dedicated to:

In every stage of my life, I have found strength, inspiration, and direction from Allah SWT, the Most Compassionate and Merciful. I owe a debt of gratitude to all of those who made it possible for me to finish this journey..

My lovely parents, Mr. Munawir and Mrs. Siti Nur Hamidah, who have shown me endless love, prayers, support, and efforts. Thank you to Mr. Rohmad Suphianto and Mrs. Alifatun Nikmatillah for inspiring me throughout my life. Thank you for all of your support and assistance during the talks. In addition the motivating factor behind this journey is motivating to attend the lecture with excellent support. I also dedicate this thesis to my younger sister and brother, who are always a source of enjoy throughout the chaos.

My Beloved Sponsor, Aisyah Sunarwan, M.Pd who has constantly given her endorsement, time, and guidance so that the researcher could finish the thesis. I want to express my appreciation to my friends Muhammad Abizard, Dewi Wulandari, Partner Thesis and some friends in class C who encourage me to accomplish my Undergraduate Thesis.

In the end, I want to express my sincere gratitude to my friends, who have always been there to support, encourage, and add color to our vacation. Finally, as a reminder of all the dedication, perseverance, and hard work I have put in to get here, I also dedicate this work to myself. With any luck, this work represents the start of a better adventure in the road.

ACKNOWLEDGMENT

Alhamdulillah rabbil ‘alamin, First of all, the researcher thanks to Allah SWT with all of His admiration and gratitude. The title of the researcher “*The Use Of Total Physical Response Method To Improve The Students’ Vocabulary Mastery At Of Mts Ma’arif 01 Punggur*” . Shalawat and salamu alaykum to the wonderful prophet Muhammad SAW, who has always served as humanity's greatest role model and inspiration

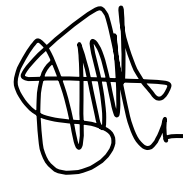
The researcher realizes that many parties provide support, assistance, and useful suggestions in completing this thesis. Therefore, the researcher would like to express his sincere gratitude to :

1. Prof. Dr. Ida Umami, M.Pd.,Kons., as the Rector of State Islamic Institute of Metro.
2. Dr. Siti Annisah , M.Pd, The Dean of Tarbiyah and Teacher Training Faculty.
3. Dr. Much Deiniatur, M.Pd.B.I, The Head of English Education Study Program of Tarbiyahand Teacher Training Faculty IAIN Metro.
4. Aisyah Sunarwan, M.Pd, as the Secretary of English Education Study Program and My Supervisor who has spent her time to give guidance, suggestion, and advice for the researcher in the process in writing this undergraduate thesis.
5. All lecturer of the English Education Study Program who have taught and educated the researcher during her study at the State Islamic Institute Of Metro.
6. All the teachers, staff and students at MTs Ma’Arif 01 Punggur.

Hopefully, this research can give benefit to readers add contribute to the world of education. Therefore, researcher are happy to receive criticism and suggestions for improvement for the sake of perfection of this research.

Metro, June 22, 2025

The Researcher

A handwritten signature in black ink, consisting of a large, stylized 'N' followed by a series of loops and a small horizontal stroke at the end.

NOVIA KHOIRUNNISA

StudentsNumber. 2101050126

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CHAPTER I

INTRODUCTION

A. Background of Study.

Language is the most complete and effective way to convey ideas, messages, and emotions. In today's global world, English education is critical as a language of communication. Communication as a bridge to get information, knowledge and culture¹. Expanding children's vocabulary will help them grasp English more effectively. Vocabulary is essential for understanding four English skill: listening, speaking, reading, and writing. Vocabulary is more than just a sign for a concept; it is also part of the process of improving language abilities in the target language.

In addition, Language acquisition ability is related to vocabulary ability. Students who do not master a language's vocabulary will struggle to master the language. Vocabulary must be properly presented and taught to students, with formal procedures that stimulate active class involvement. Vocabulary refers to the set of words that a person knows and uses in a language. It helps us communicate effectively. Expanding your vocabulary can enhance communication skill and comprehension.

Furthermore, Vocabulary is more than just a sign for a concept, it is also part of the process of improving language abilities in the target language.

¹ Sholihatul Hamidah, Daulay, "language and society," *Lembaga Peduli Pengembangan Pendidikan Indonesia (LPPPI) Medan*, 2019, p.10.

Languages must adapt to the body of information that humanity has amassed and broaden their lexicon to stay abreast of new findings as well as social and political shifts. Compounding and affixation are both crucial approaches for English to produce new words². Using apps or word games can also make learning more fun. Making a new glossary of words and using them in everyday sentences helps to remember them better. If students struggle to grasp the language's vocabularies, they will face challenges in mastering the language. Students should be introduced to and taught vocabularies in a suitable manner, implementing formal methods that motivate their active participation in class³.

The students should be taught the vocabularies in an appropriate manner, using formal method that promote active participation in the classroom. The learning outcomes can be influenced by the suitable approach. Total Physical Response (TPR) is considered to be one of the effective language teaching approaches. Students should be taught English using a fun approach, as they tend to get bored easily while learning. Numerous students are intrigued by method that can bring them joy, such as engaging in physical activity, talking energetically while moving, or displaying something. Students find it easier to remember new words when learning involves movement, discussion and listening, boosting confidence and making recall simpler. Using this approach, the researcher adopted Total Physical Response (TPR) as a method. James Asher discovered Total Physical Response as a method for

² Barry j. Blake, *English Vocabulary Today*, 2019.

³ Siti Nurfalah Mariyam and Tadkiroatun Musfiroh, "Total Physical Response (TPR) Method in Improving English Vocabulary Acquisition of 5-6 Years Old Children," *Tadris: Jurnal Keguruan Dan Ilmu Tarbiyah* 4, no. 2 (2019). 257-264

engaging students in the classroom, allowing them to communicate with the teacher and their peers. He is a physiology professor at San Jose University⁴.

The way in which the teacher wants the students to respond to the instructions is important. Whether in motion, speaking, or listening. TPR could be a teaching approach that involves using physical movement to act upon spoken commands in order to reduce students' inhibitions and decrease their affective filter. The other expert suggests that Total Physical Response is a language teaching approach focused on the coordination of speech and actions, involving physical movement in relation to each language. This approach is not demanding in terms of preparation when educators opt for teaching a range of student resources, making it highly beneficial for teenagers and students.

In connection with the above description of the problem, the researcher conducted a pre-survey at MTS Ma'arif 01 Punggur. The researcher did interview with one of the English teacher. Students struggle to understand the meaning of words because they lack a sufficient vocabulary. As a result, students find english difficult and lose motivation to learn it. When students have no interest in learning, they prefer to spend time with their friends or ask the teacher to let them play games. The teacher explained doing an interesting lesson with PowerPoint exercises to help students learn vocabulary. She is also encouraging them to memorize a long list of words on the board.

⁴ James j. Asher, "The Total Physical Response Method for Second Language Learning," *The modern language journal*, 1996.

Based on the pre-survey data above, many students experience a lack of vocabulary. They are not interested in the lesson and think that English is difficult. In this case, the role of using methods is very important for teachers to convey material to students, so that the meaning to be conveyed can be well received by students and make a positive contribution in increasing students' interest in learning English, especially in vocabulary mastery.

The researcher will use the TPR method as one of the alternative media to improve students' vocabulary mastery. This method helps students to acquire new vocabulary. Total Physical Response (TPR) is a language teaching method that combines language learning with physical movement. This method helps students understand and remember new vocabulary by associating words with actions. This approach is so effective that it makes language learning more interesting and memorable.

Based on the description above, the researcher wants to conduct research using Classroom Action Research. The researcher hopes this method, students' ability to master vocabulary will improve. The title of the classroom action research will be *"The Use Of Total Physical Response Method To Improve The Students' Vocabulary Mastery At Mts Ma'arif 01 Punggur."*

B. Problem Identification

1. The students are lack vocabulary.
2. The students have difficulties to memorize vocabulary.
3. The students think that learning English is difficult.
4. The students have difficulties in understanding the meaning of words.

C. Problem Limitation

This research will be focused on the students have lack vocabulary mastery in English and think learning English is difficult. To this end, the researcher has devised a plan to conduct a classroom action research study utilizing the Total Physical Response methodology.

D. Problem Formulation

The problem formulation of this research “ can the Total Physical Response Method Improve The Students’ Vocabulary Mastery At Mts Ma’arif 01 Punggur ?”

E. Objective and Benefit of Research

1. Objective of the Research

- a. To know The Use Of Total Physical Response Method To Improve The Students’ Vocabulary Mastery At Mts Ma’arif 01 Punggur.

2. Benefit of the Research

By doing this research, the researcher expects this research can be beneficial for the teachers, the students, and the readers:

- a. For the students

This research hoped that students will be more interested in English and think that English is easy and fun.

- b. For the teachers The research offers an alternative method to improve students' vocabulary mastery in English language.

c. For the other researcher

For readers, this research is expected to be use as an additional reference to conduct Total Physical Response (TPR) research in the context of vocabulary teaching, this research as a guideline for future used, regarding the analysis of Total Physical Response (TPR) in vocabulary teaching.

F. Prior Research

This research will be conducted by considering several previous studies. The first previous research was conducted by Agustinus Tandilo Mamma and Sirjon with the title “The Effect of the Total Physical Response (TPR) Method on Children’s Listening Skill “. This study, conducted at Cenderawasih University in Jayapura in 2022⁵. This research uses a quantitative approach with an experimental research. The aims the aim of this research is to analyze the effect of the Total Physical Response (TPR) method on the listening skill of children aged 5-6 year. These researchers share similarities and differences. This research shares similarities in using total physical response for learning, but difference in its focus on childrens’ listening skill. Based on the research result, The results of this research have positive implications for the field of education, especially early childhood education because the research produces findings that support previous research conducted in the Eastern

⁵ Agustino Tandilo Mamma and Sirjon, “The Effect of the Total Physical Response (TPR) Method on Children’s Listening Skills,” *Jurnal Pendidikan Anak Usia Dini Undiksha* 12 (2024): 9–16.

region of Indonesia whose samples had different characteristics from previous research

Furthermore, Lina Anisah delivered the second research, titled “ The Effect of Total Physical Response Technique Toward the Students' Speaking Ability at the First Grade Students' of SMA Negeri 2 Kolaka”. In 2019, at the Universitas Sembilan Belas November⁶. This study employed pre-experimental design. This study examines how using the total physical response method impacts the speaking skill of first-grade students at SMA Negeri 2 Kolaka. The similarities with this research are that both use TPR as a learning medium, but the differences is that Lina Anisah,'s research focuses on speaking ability, whereas this research focuses on vocabulary mastery. These researcher have similarities as well as differences. It can be concluded that there is an effect of total physical response technique toward the students' speaking ability at the first grade of SMA Negeri 2 Kolaka.

In addition, the third research relevant conducted by Yulia Wahyuningsih, Carla Maretha and Gali Alrajafi, with the title “ The use of Total Physical Response method on the students learning motivation”⁷. In 2023, Universitas Muhammadiyah Lampung. The data analysis technique used is quantitative. There are similarities and difference between these researchers. The similarities with this research are that both use TPR as a learning medium,

⁶ Lina Anisah, “The Effect of Total Physical Response Technique Toward the Students' Speaking Ability at the First Grade Students' of SMA Negeri 2 Kolaka,” *ELT Worldwide: Journal of English Language Teaching* 6, no. 2 (2019): 138.

⁷ Wahyuningsih, et al, “The Use Of Total Physical Response Method On The Students' Learning Motivation.” *SIGEH ELT: Journal of Literature and Linguistics*, no. 10 (2023):117-124.

but the differences is that focuses on learning motivation. The findings showed that there was a significant influence on using the Total Physical Response method toward the students' learning motivation.

The novelty of this study lies in the use of the total physical response method as a tool in determining the improvement of students' vocabulary acquisition at the junior high school level. Another difference lies in the focus of the discussion from previous studies which focused more on listening skill and speaking skill. In addition, the difference from the previous studies is that the researcher use class action research while the previous studies used other methods. TPR is effective to improve vocabulary acquisition. The researcher focuses on improving vocabulary using TPR.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Vocabulary Mastery

1. Definition of vocabulary

In the EFL environment, vocabulary improves the other four language skill. Before going on to other language skill like listening, speaking, reading, and writing, students must master vocabulary. Students will also learn to recognize and use terminology orally and in writing. Vocabulary is a collection of words that are understood in a specific language. Lessard and Clouston defined vocabulary as a language words, which include individual terms as well as combinations of words or phrases that convey specific meanings in the same way that single words do¹. Proper word choice is essential for sentences formation and effective communication. Moreover, Richard and Renandya emphasize the importance of vocabulary as a fundamental component of language proficiency, highlighting its role in shaping students effectiveness in speaking, listening, writing, and reading². Furthermore, hatch and brown define vocabulary as a collection of language-specific words that represent

¹ Clouston michael clouston michael Lessard, "Teaching Vocabulary, Reading for Life," 2019.,2019.

² Jack C. Richards & Willy A.Renandya, *Methodology In Language Teaching*, Cambridge University Press 2002.

the set of words used by individual language speakers³. When learning a new language, the most important item to focus on is vocabulary. Students' language knowledge impact how well they comprehend a book.

Vocabulary refers to the collection of words used in sentences for effective communication. Vocabulary assessments are required to track vocabulary learning progress and determine how well students⁴ and evaluate their amount to which students understand vocabulary. Coxhead, Nation, and Sim that by junior high school, native speakers have mastered 9,000 English terms⁵. In Indonesia, junior high school students are expected to have learned 1,000 words by the second level, and senior high school students by the third level⁶. To communicate effectively in english, it is important to understand the language vocabulary and get it extensively⁷.

The researcher comes to the conclusion that vocabulary is a collection of words that are utilized to construct sentences, which is the foundation of successful communication. Vocabulary mastery is a

³ Evelyn Hatch and Cheryl Brown, *Vocabulary, Semantics, and Language Education*, Cambridge ; New York : Cambridge University Press , 1995.

⁴ Firda, Ismi Narulita. Intan Azkiyah, albiyansyah "Testing Breadth and Depth of Vocabulary Knowledge Their Relationship With Vocabulary Size of EFL Students," *Journal of English Teaching* 7 (2021): 89–100.

⁵ Coxhead, A., Nation, P., & Sim,D., "Measuring the Vocabulary Size of Native Speakers of English in New Zealand Secondary Schools," *New Zealand Journal of Educational Studies* 50 (2015): 121–35.

⁶ Fausal Mustafa, "English Vocabulary Size of Indonesia High School Graduates Curriculum Expectation and Reality," *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)* 3, no. 2 (2019): 357–71.

⁷ Ghina, "The Analysis Of Students' Vocabulary Mastery In Comprehending Descriptive Text At State Junior High School 4 Kampar.", 2021.

prerequisite for communication proficiency. As a result, having a large vocabulary is crucial for linguistic competency, especially while learning English.

2. Kinds of Vocabulary

Vocabulary can be divided into two types, namely active vocabulary and passive vocabulary⁸

a. Receptive Vocabulary

The receptive also called a passive because the students only receive thought from others. Receptive vocabulary is set of words for which an individual can assign meaning when listening and reading. These are words often less known by students and less frequent in use. It can be understood through listening and reading.

b. Productive Vocabulary

These are well-known and commonly use words. Students must be able to pronounce words correctly, utilize good grammar, and comprehend the meaning of the term in context in order to use vocabulary effectively. Active vocabulary might occasionally be more difficult to practice. The words that a student uses when speaking and writing are referred to as productive vocabulary. Words that individuals use in conversation and daily life are included in speaking

⁸ Jeremy Harmer, *The Practice of English Language Teaching* (New York : Longman Publishing), 1991.

vocabulary. The words that people use when writing essays, reports, letters, and other types of writing are known as writing vocabulary.

3. Importance of Vocabulary

Vocabulary is essential in English language teaching because without it, students can not comprehend others or communicate their own thoughts. As students attain greater fluency and expression in English, it is critical that they acquire more productive vocabulary knowledge and build their own particular vocabulary-learning practices⁹. There are various advantages to students mastering the English language.

- a. Students will improve their reading, writing, speaking, and listening vocabulary.
- b. Students will think more clearly. Vocabulary limits our thoughts.
- c. Students will experience personal development and increased confidence.
- d. Students will grasp other people's ideas and explanations readily.

4. Difficulties of Vocabulary

Students often find it difficult to master vocabulary. The issues include spelling and pronunciation, grammar, meaning, and so on. Learning new words requires students to expand their vocabulary. These

⁹ Bayu Workie. Melaku, "Strategies of Vocabulary Instruction in English Language Teaching: A Literature Review", *International Journal of English Literature and Culture*, 134 – 142.

challenges frequently lead students to believe that English is a terrifying language. Thornbury discusses some challenges in learning vocabulary, including¹⁰:

1. Pronunciation: According to study, difficult to pronounce words are more difficult to learn.
2. Spelling: sound-spelling errors are common and can add to the complexity of a word.
3. Length and complexity: Students frequently encounter long and complex words, which can make learning a new language challenging.
4. Grammar: Grammar is also related with the word, and the disparities in grammar between the first and second languages give the student the impression that grammar is extremely difficult. It can be resolved by practice.
5. Meaning: Understanding the meaning of a word will help students study more fluently. I contend that if students do not understand the meaning, a word becomes difficult to learn.
6. Range, connotation, and idiomatic: certain words have several and similar meanings: it will make the students confused.

These difficulties arise frequently as people learn words. EFL students typically struggle with a lack of vocabulary. Most kids have had difficulty grasping the meaning of words. It's because they may not realize

¹⁰ Jeremy Harmer and Scott Thornbury, *How to Teach Vocabulary*, 1st edition (New York: Pearson Education ESL, 2002), p. 27.

it when they're learning. It is difficult for them to absorb the lesson, and it may also leave them frustrated and unmotivated.

B. Assessment of Vocabulary Mastery

Wanrika states that if children can complete the questions with the necessary standard result, they could achieve highly on vocabulary tests¹¹. She also described some test formats to evaluate vocabulary achievement, including multiple-choice and matching questions.

Vocabulary assessment is the method used to create questions and the method for assessing student achievement in vocabulary tests¹².

1. Multiple – choice (Choose the correct answer)

Because they are simple to create and administer, multiple-choice exams are a common assessment technique in academic settings. In a variety of settings, including alone, in sentences, or in entire texts, they can be used to assess vocabulary comprehension. However, the quality of the items and relevance of the contexts employed are critical to the efficacy of these assessments.

2. Sorting Guided Word Sort

Students are given a set of categories to sort a list of words into as part of sorting-guided word sorts. These could be nouns, adjectives, etc.

¹¹ Wanrika Tampubolon, Feronika Sinamo, and Erikson Saragih, "Vocabulary Assesment Strategy," *PROJECT (Professional Journal of English Education)* 5, no. 2 (2022): 403–13.

¹² John Read, *Assessing Vocabulary*. New York : Cambridge University Press, 2000.

3. Match the word

In this test students must identify and clarify matching terms.

4. Puzzle game

This game challenges students to be creative and improves their memory skill to find words.

5. Translate the text

This form requires students to translate text meanings from Indonesian to English or English to Indonesian.

C. The Concept of Total Physical Response

1. The Definition Of Total Physical Response

TPR is an approach to language teaching developed by James Asher, an American psychologist, which is based on how children acquire their mother tongue. TPR is a language teaching method that stresses speech and action interaction.¹³ It uses physical exercises to teach language. In one example, if a teacher says "Jump," children may immediately leap, connecting the word with the action.

In the teaching and learning process, TPR prioritises student activity over other teaching methods. Students can use TPR to assume the key roles of listener and performer. TPR supports teaching language through action and focuses providing language learning in authentic circumstances. TPR is also effective for delivering instructions explicitly in learning, effective for

¹³ Farisatma Farisatma, "Enriching Students' Vocabulary Through The Application Of Total Physical Response (TPR) Method," *Journal on Education* 6, no. 1 (2023): 6577–86.

young students and beginners. It helps students understand and remember new vocabulary by associating words with actions. Then making language acquisition more engaging and memorable.

Total Physical Response assisted novices in being familiar with the language and learning English through the use of movements, mimics, and gestures, requiring students to generate English to communicate¹⁴. As a result, it can make vocabulary teaching and learning more successful. At the same time, Zainollah claims, "The Total Physical Response method is very well used in learning English in introducing English vocabulary so that students can recognize English vocabulary and grammar easily."¹⁵

2. The learning theory basis of Total Physical Response

The Total Physical Response (TPR) method is similar to behaviorism, which holds that learning is the establishment of links between stimuli and reactions. The TPR method facilitates language education by including sounds and actions, emphasizing the role of behavior in learning. In the TPR teaching method, the teacher's initial instructions serve as an external stimulus, and the students' actions function as a response to the external stimulus. The frequent repetitions of actions in the TPR teaching process can be viewed as reinforcement. Therefore, the TPR method reflects

¹⁴ Abata , Mercedes, Rodrigo Suárez, Adamary Portilla, y Mirka Vayas.. "Effectiveness of Total Physical Response in English Speaking Skill in EFL Beginners". *Horizontes. Revista De Investigación En Ciencias De La Educación* 5 (20) 2021:1185-93.

¹⁵ Zainollah, "Implementasi Metode Total Physical Response (TPR) Dalam Pembelajaran Bahasa Inggris Untuk Anak-Anak Mi/Sd," *Kariman* 4, no. 1 (2016): 101–14.

the essential idea of behaviorism¹⁶.

3. Characteristic of TPR

Total Physical Response (TPR) focuses on students' physical activities as listeners and performers, with the core activity being imperative rehearsal. Students respond to teacher directions individually or in groups, while the teacher chooses the learning topic. Students are expected to identify and respond to new combinations of previously taught content.

The teacher gives examples of familiar directions like "Walk to the table!" and "Sit on the chair!". In TPR, the instructor serves as a director, ensuring that materials and commands are properly prepared. Interaction is primarily directed by the teacher, and feedback should allow for tolerance of speech faults. In the early stages, the teacher issues commands (modeling) and students respond with actions, strengthening the teaching-learning process¹⁷.

4. Steps for teaching the TPR

- a) The researcher introduced the subject matter to be learned before beginning the teaching and learning exercises.
- b) The students remained silent when the researcher presented the material to them. They just carried out the researcher's instructions after hearing her explanation.

¹⁶ Liming Yang, "A Comprehensive Review of Total Physical Response," *Frontiers in Sustainable Development* 4, no. 7 (2024): 90–98.

¹⁷ Widodo, Handoyo Puji. "Teaching Children Using a Total Physical Response (TPR) Method: Rethinking." Bahasa Dan Seni, 2009.

- c) The students collaborated together to complete an English-language task that the researcher gave them.
- d) They all stood up when the researcher commanded, "Stand up."
- e) The students all sat on their chairs once the researcher stated, "Sit."
- f) The students follow the researcher's directions after she gave them. The researcher then repeated the instruction multiple times until the students comprehended it. The new vocabulary was written on the board by the researcher at the finish of the class.

5. Advantage and disadvantages of TPR

Like other learning methods, TPR has some advantages and disadvantages. Its advantages include¹⁸: To assess retention, repeat with additional verbs and go back to them frequently throughout the semester.

a. Advantages

- 1) It's great fun students appreciate it, and this strategy may be a terrific conversation starter in class. It quickens the tempo and mood;
- 2) it is incredibly memorable. It helps students recognize phrases or words;
- 3) it is beneficial for kinaesthetic students who are forced to participate in class;
- 4) it may be utilized in both large and small courses. In this scenario, it doesn't matter how many students you have, as long as you're

¹⁸ Widodo, *ibid.*

ready to take the lead, the students will follow. It works effectively in classes with various ability levels. The physical actions efficiently convey meaning, allowing all students to comprehend and apply the target language.

- 5) TPR does not require extensive preparation or materials. In this regard, as long as you are competent of what you want to practice (a rehearsal ahead might assist), it will not take a long time to get ready.
- 6) It is particularly effective with teenagers and young students.
- 7) It combines both left- and right-brained learning.

b. Disadvantages

- 1) Students who are unfamiliar with such situations may find it embarrassing. Initially, if the teacher is willing to execute the activities, the students may feel more inclined to copy. Furthermore, the students work in groups and do not have to perform in front of the entire class. This request is intended for the teacher;
- 2) it is only appropriate for introductory levels. While it is obvious that it is significantly more beneficial at lower levels because the target language lends itself to such exercises, it may also be successfully used at Intermediate and Advanced levels. In this regard, the terminology must be adjusted suitably. TPR can be used to teach 'ways of walking' (stumble, stagger, and tiptoe) to an

advanced class and cookery verbs (whisk, stir, and grate) to intermediate students.

- 3) However, it cannot be used to teach everything and would become repetitive if used frequently. This strategy is a fun way to change the dynamics and tempo of a class when used in conjunction with other tactics. To summarize, TPR should be paired with others since it requires a lot of energy to keep students interested in learning language; therefore,
- 4) While TPR has often been beneficial in the classroom, it has faults. One of the disadvantages of this method is that when a teacher employs TPR in a class, they may struggle to teach abstract terminology or expressions. As a workaround, the teacher can write the term on cards, along with a picture if appropriate. Another issue is that TPR might be ineffective if the teacher utilizes it for an extended period of time without supplementing it with other activities that assist teach the target language. Because TPR is mostly composed of commands, it tends to overlook narrative, description, and conversational types of communication.



Figure 1. Example Image Of TPR

D. Action Hypothesis

Based on the theoretical framework above, the researcher formulates an action hypothesis that The Use of Total Physical Response (TPR) Method Can Improve Vocabulary Mastery at MTS Ma'Arif 01 Punggur.

CHAPTER III

RESEARCH METHODOLOGY

A. Variable and Operational Definition Of Variable

1. Variable

Definition of operational variable assign meaning by stating the activities or actions needed to measure the structure or variable. An operational definition is the definition of the researcher activities to measure variables or to manage variables. Based the explanation above, it can be said that the definition is explanation more than an operational object of research. In this study classroom action research was carried out by researcher in the learning process in class to the use of TPR method to improve the students vocabulary mastery in MTs Ma'Arif 01 Punggur was interviewed by the english teacher.

2. Operational Definition Of Variable

a. Independent Variable (x)

Independent variable is a factor that has an impact on other variables within a study. Independent variables are defined as those the values of which Influence other variables¹. The independent variable in this study is the Total Physical Response (TPR) method as a media. The indicators of independent variable include:

¹ Chittaranjan Andrade, "A Student's Guide to the Classification and Operationalization Of Variables in the Conceptualization and Design of a Clinical Study", *Indian Journal of Psychological Medicine*, 2021: 1

- 1) Students are able to capture the vocabulary in the TPR method,
 - 2) Students are able to repeat the vocabulary in the TPR method,
 - 3) Students are able to improve vocabulary mastery in vocabulary well by using TPR method.
- b. Dependent Variable (y)

The operational definition of dependent variables is the successes

that students of MTs Ma'Arif 01 Punggur. Dependent variable in this research is Student Vocabulary Mastery. Dependent variable was assessed using a test.

B. Research Location

This research will be carried out by researcher at MTS Ma'Arif 01 Punggur. Located at sido mulyo street, punggur, Central Lampung Regency, Lampung Province. This interview will be conducted at first grade of MTS Ma'Arif 01 Punggur. Available six Classes from grade VII are grade VII A to VII F. The researcher took one class VII B as a sample and focused on to improving vocabulary using Total Physical Response method.

Table 1. Total The Subject of Research

No	Class	Gender	Total
1.	B	Female	12
2.	B	Male	12

C. Subject and Object of the Research

1. Subject of this research is the student of VII B. It was expected that the result of the research would be useful to improving their vocabulary mastery. This pra-survey has been conducted on oct, 5th 2024 at MTS Ma'arif 1 Punggur in academic years 2024/2025 and there are 24 students in this class. Data above explained that there are 12 male students and 12 female students in the seventh B grade.

In this research the researcher chooses the seventh B grade as subjects of the research because the students has a lack of vocabulary and difficulty in English lessons. The researcher need the collaborator to help her in this action research, she is Mrs. Nur Jannah, S.Pd. She is an English teacher in the MTS Ma'arif 1 Punggur Central Lampung.

2. The object of this research is the Improving vocabulary mastery by using the Total Physical Response method. In this study, the researcher selects Total Physical Response as an approach to improving students' vocabulary mastery.

D. Action Plan

Action research can be defined as an action research conducted by teachers as well as researcher in class or together with others (collaboration) by designing, implementing and reflect the actions of collaborative and participatory aims to improve or enhance the quality of the learning process in

class through an act in particular a cycle. Suharsimi defines classroom action research as a combination of three words: research, action, and classroom².

1. Research involves observing an object using specified methods to collect data or knowledge for problem solutions.
2. Action refers to intentional behavior with a specified objective, typically implemented in a series cycle.
3. A class consists of students who learn in various locations, including laboratories and study tours.

Classroom action research focuses on the teaching and learning process in the classroom, as defined by the three definitions above. According to Ferrance, action research seeks to develop skill, techniques, and tactics by including participants in the process³. CAR intended to improve the teaching-learning process while also achieving the learning process's purpose. This improves both our teaching skill and the ability of students to learn English.

Classroom action research, as defined above, is a systematic strategy for detecting problems in the teaching and learning process and producing remedies using the most effective ways. According to Burns A., "This research employs Classroom Action Research"⁴. This design can be illustrated and described as follows:

² Suharsimi Arikunto, "*Penelitian Tindakan Kelas*", Jakarta: Bumi Aksara, 2007, p. 2-3.

³ Ferrance, E., (2000), "*Action Research*", Brown University: Northeast and Islands Regional Educational Laboratory, p.2

⁴ Burns A, "*Doing Action Research in English Language Teaching*". (New York: A Guide For Practitioners, 8, 2010),

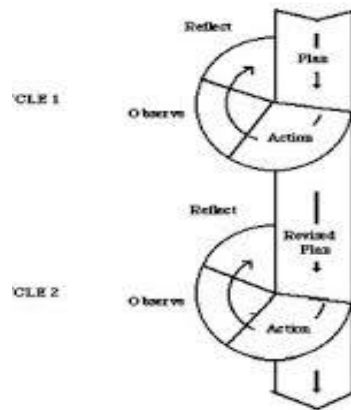


Figure 2. The steps of action research

The study processes are carried out in two cycles. Every cycle consists of four steps: planning, action, observation, and reflection. Before the cycle I began, the researcher administered a pre-test to students to determine their basic understanding of vocabulary.

1. CYCLE I

a) Planning

Planning can be use to identify classroom problems and decide on relevant remedies. The planning stages are as follows:

- 1) The researcher developed a learning module that includes an autonomous curriculum and action scenarios aligned with the syllabus.
- 2) The researcher develops all of the necessary facilities or supporting facilities, instructional aids, and other materials for the learning plan.

- 3) The researcher conducting pre-test to know the students basic ability in mastering vocabulary.
- 4) The researcher conducting a test of vocabulary mastery by TPR method at the end of meeting.
- 5) The researcher creates an observation sheet to document the activities of students and teachers during the learning process.
- 6) The researcher Plan and design the use of the TPR method to teach vocabulary.

b) **Acting**

Acting entails taking suitable action after considering the problem. The steps for action are as follows:

- 1) The researcher prepare for the class.
- 2) The researcher begins the class by motivating the students.
- 3) The researcher asked the students some questions related the topic
- 4) The researcher chose the appropriate with the material going to be taught.
- 5) The researcher explains the content concerning vocabulary.
- 6) The researcher introduces students to the material of “make something” by mixing it with the TPR method.
- 7) The researcher demonstrated vocabulary in the action of “make something”.
- 8) The researcher supply media and tools for classroom activities.

- 9) The researcher uses “make something” tasks to confirm students' knowledge of Vocabulary topic.

c) **Observing**

- 1) The teacher observe the teaching to help learning activities in the classroom, such as the classroom situation, learning flow, and student responses.
- 2) The teacher identifies student achievement in vocabulary learning by giving tests after CAR in cycle 1.
- 3) The teacher calculates the student improvement score from the test before CAR to the test after CAR in cycle 1 whether it has increased or not.

At this stage, teacher observe students and activities in the learning process to determine the condition of the class and the improvement of students' vocabulary mastery in cycle 1 through the use of the total physical response method.

d) **Reflecting**

Reflection is an analysis of research findings use to examine the data that has been acquired to identify the next action and to determine the expansion of students' vocabulary knowledge the use of TPR method.

- 1) The teacher and researcher discuss not only the results of the implementation of CAR, but also student achievement and the media use.

- 2) The teacher and researcher develop lesson plans for the next cycle and for tests after CAR in cycle 2 in order to determine the increase in student score and to solve unresolved problems.

2. CYCLE II

After implementing planning acting observing and reflecting in cycle I, the researcher continued to cycle II. The procedure in cycle II is the same as cycle I. In this cycle, the researcher will teach vocabulary with the TPR method in depth. Cycle II is carried out if there are still students who do not experience vocabulary improvement in cycle I. If in this cycle there are still problems, the researcher must continue to the next cycle until the problem is resolved.

E. Data Collecting Technique

The data collecting technique was a written document that outlined the precise procedure to be utilized to acquire evaluative information or data⁵. Data collecting instrument is a tool use by the researcher to collect data. In this study, the instruments use are as follows:

1. Test

Tests are methods use in measuring and evaluation. Oral and written assessments were utilized in this study to analyze the student's improvement

⁵ Ika Nurhalimah Lbs, *Improving Students' Vocabulary Mastery Through Total Physical Response Method at Seventh Grade Students of MTs Hidayatussalam*. 2020.

in their vocabulary. 31 students from class VII at MTS Ma'Arif 01 Punggur took the test. The two test types that are combined in this study are:

1) Pre-test

The pre-test is will be carried out at the first meeting before treatment.

With the pre-test, researcher can understand the basic level of the variable studied, making it easier to determine the ability and to find out the extent of students skill.

2) Post-test

The pre-test is will be carried out at the last meeting after treatment to find out whether the TPR given can affect students vocabulary mastery in class of whether there is a significant difference between the pre-test value before treatment and the post-test value after treatment.

2. Observation

Observation is one method of gathering data. The researcher observes the activities of the students during the teaching and learning process in order to collect data for this study. The researcher will be observing vocabulary mastery at MTS Ma'Arif 01 Punggur for this study.

3. Documentation

The process of collecting choosing, analyzing, and saving field knowledge information was known as documentation. Furthermore, documentation was described as the provision and gathering of data, including lesson plans, school profiles, student and teacher totals, and the state of the school at MTS Ma'arif 01 Punggur.

F. Data Collecting Instrument

1. Vocabulary Test

This test measures students' understanding of topics in English subjects focusing on Vocabulary mastery. In this test using oral and essay tests, oral tests are use to say what is being done and essay questions are use to fill in the sentences in the picture instructions.

Table 2. Scoring Vocabulary Test

Criteria	Excellent	Good	Fair	Fail
Pronunciation	Pronounces all words correctly and clearly.	Pronounces most words correctly, with view minor errors.	Produces some words correctly, but several errors affect	Pronunciation errors make understanding difficult.
Grammar	Uses correct grammar throughout.	Minor Grammatical errors, but the meaning is clear.	Several grammatical errors affect understanding.	Frequent grammar errors, make it difficult to understand.
Meaning	Demonstrates full understanding of word meanings and uses them accurately in context.	Demonstrates good understanding of most word meanings with minor context issues	Limited understanding of word meaning, context is somewhat unclear.	Little to no understanding of word meaning, and words are used incorrectly in context

2. Observation Sheet

- a) Students' learning activity
- b) The teacher instructing in the classroom

3. Documentation Sheet

- a) The quantity of students at MTS Ma'Arif 01 Punggur

G. Data Analysis Technique

In this study, researcher uses data analysis by taking the average of the results or score of the pre-test and post-test. To find out the improvement, this study also compared the pre-test and post-test score. Then, the results will be matched with the Minimum Completeness Criteria (MCC) set by the school at MTS Ma'arif 01 Punggur, the Minimum Completeness Criteria (MCC) for English subject is 72.

Researcher checked student work in order to calculate individual score. Applying the formula given below for calculating the students' average result on the pre-test and post-test. This study uses the formula to calculate the average score as follows⁶:

$$M = \frac{\sum X}{N}$$

Notes :

M= Mean

$\sum X$ = Total of students score

N= Total of the students

⁶ Louis Cohen et al., *Research Methods in Education* (London: Taylor and Francis e-Library, 2007).

1. Scoring the students' correct answer pre-test and post-tests :

$$\text{Score} = \frac{\text{Student correct answer}}{\text{Total Numbers of item}} \times 100$$

2. The formula to determine the percentage of students who pass the MCC in each cycle is as follows:

$$P = \frac{F}{N} \times 100\%$$

Notes :

P= Precentage

F= Frequency

N= Total of the student

H. Research Indicators of Success

Indicators of success are taken from the teaching and learning process and during the action research process. This research is declared successful if 72% of students reach the Minimum Completeness Criteria (MCC) of 72 in their vocabulary mastery and learning activities.

CHAPTER IV

RESULT AND DISCUSSION

A. Research Result

1. Description of Research Location

This research was conducted at MTs Ma'arif 01 Punggur which organizes Islamic-based secondary education. The school, which is located on Jl Raya Sidomulyo, Sidomulyo Village, Punggur District, Central Lampung Regency, has received B accreditation in 2019. MTs Ma'arif 01 Punggur continues to contribute to the intellectual life of the nation while spreading the ideals of Islam in its region. The Quantity of the Students of MTs Ma'arif 01 Punggur is as follows:

Table 3.

The quantity of the students at MTs Ma'Arif 01 Punggur

Class	General	Santri	TOTAL
VII	89	78	167
VIII	122	81	203
IX	130	65	195

Source: The School Archive, taken on April 24th 2025

Based on the graphic diagram above, the total number of class VII is 167, class VIII is 203 , and class IX is 308 with a total of 961 students in MTs Ma'arif 01 Punggur.

2. Description of Research Data

a. Action and Learning at Pre test

This lesson was held on Tuesday, May 6, 2025 At this meeting, the collaborator as an observer and the researcher as a teacher. The collaborator started the lesson with greetings, prayers, checking attendance, and introducing the researcher as the teacher to the students.

The researcher informed the students about the implementation of research in their class to assess their ability before taking any action. The first meeting served as the Pre-Test, which involved a vocabulary test in multiple-choice and essay format. Each student received a worksheet and worked on it individually. The researcher briefly explained the topic that would be covered in the next meeting. The results showed that the students had difficulty answering the questions.

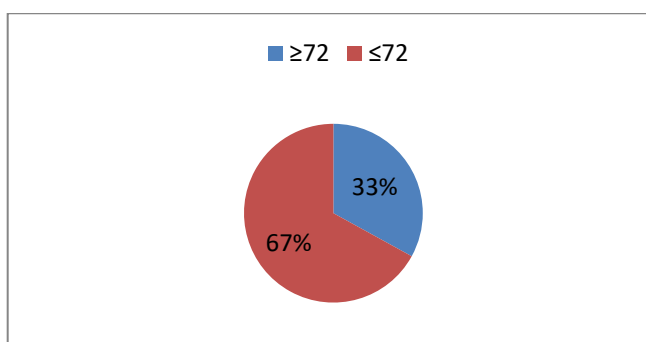
Table 4.

The Score Pre-Test

No	Name	Score	Category	No	Name	Score	Category
1	AR	53	Incomplete	13	MZM	88	Complete
2	APW	77	Complete	14	NAF	78	Complete
3	AAH	84	Complete	15	NRZ	72	Complete
4	AM	76	Complete	16	NS	88	Complete
5	AJN	19	Incomplete	17	RD	69	Incomplete
6	CBT	14	Incomplete	18	RTL	50	Incomplete
7	DAP	20	Incomplete	19	SAR	54	Incomplete
8	EMA	74	Incomplete	20	SMF	50	Incomplete
9	IM	48	Incomplete	21	WN	9	Incomplete
10	KHU	20	Incomplete	22	YR	10	Incomplete
11	MAZ	72	Complete	23	ZNI	14	Incomplete
12	MAD	60	Incomplete	24	ZKF	53	Incomplete
TOTAL			1252	SCORE			52

Table 5. The Percentage of Pre-test

No	Grade	Frequency	Percentage	Explanation
1	≥ 72	8	33%	Complete
2	≤ 72	16	67%	Incomplete
TOTAL		24	100%	

**Figure 3. The Percentage of students pre-test score**

Statistics based on the pre-test results indicate that 16 students (67%) failed the test, while 8 students (33%) completed. Pre-test score ranged from 9 to 88, with 9 being the lowest and 88 the highest. It is clear from the above discussions that students' vocabulary knowledge is still lack. The researcher and collaborator developed an action implementation plan that includes planning, acting, observing, and reflecting on each cycle to build up any weaknesses that were found after calculating and analyzing the pre-test findings.

1) Cycle I

a) Planning

After reviewing the students pre-test score, the researchers found problems. The lesson plan was then developed and discussed by the researcher and collaborator. For the English course at MTs Ma'Arif 01 Punggur, the minimum achievement requirement is 72. To assess students' activity, the researchers created a lesson plan and worksheets. The purpose of this stage was to gather data about every student involved in the learning process.

In order to address the issues that students were facing, the researcher and the collaborator created a lesson plan during the planning process. Before implementation in cycle I, researcher chose the exercises and resources for the lesson plan.

b) Acting

1) First Meeting

Started off the meeting. The researcher inspired the class by saying, "Good morning, students," and ensured that every student gave a positive response. Prior to introducing the subject matter, the researcher triggered thought-provoking question such "Do you like coffee?" to attract the students'

interest and make a connection between the subject matter and their own experiences.

After that, the researcher explained the text procedures, including their definition, goal, structure, and real-world examples. The researcher then introduced terms like coffee, stir, cup, mix, and so on that are connected with the coffee-making process. In order to apply the Total Physical Response (TPR) method, Students listen to the researcher demonstration and then do as instructed. The researcher gave students verbal instructions like "stir the coffee," and they responded with by performing the correct gestures.

Learning vocabulary related to procedural texts is the main goal of this meeting. Students were inspired by the researcher, who also informed them on the upcoming meeting's activities. The researcher then thanked everyone and finished the meeting.

2) Second Meeting

Wednesday, May 14, 2025, was the date of the second meeting. Prayer, greetings, and student attendance started on the learning activities, just like at the first meeting. The students were questioned by the researcher regarding some of the language they had studied the day before. After the researcher demonstrated how to make coffee, the students

repeated the vocabulary. After that, the researcher asked the students to write a paragraph explaining how to prepare what they like to drink and present it to the class.

After explanations and demonstrations of the vocabulary material, students were given a lot of evaluation options. The exam includes questions about language formation, sentence structure, and having conversations with friends in front of the class.

They were given 40 minutes to complete the questionnaire. When giving the score, the researcher uses the guidelines from John Read. Here's the result after the score was calculated.

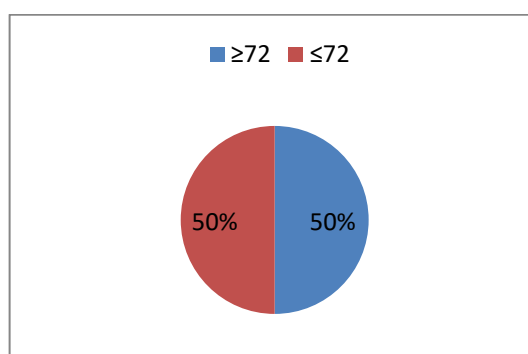
Table 6. The Score of Post-test I

No	Name	Score	Category	No	Name	Score	Category
1	AR	60	Incomplete	13	MZM	72	Complete
2	APW	80	Complete	14	NAF	60	Incomplete
3	AAH	65	Incomplete	15	NRZ	75	Complete
4	AM	100	Complete	16	NS	90	Complete
5	AJN	60	Incomplete	17	RD	70	Incomplete
6	CBT	65	Incomplete	18	RTL	60	Incomplete
7	DAP	55	Incomplete	19	SAR	69	Incomplete
8	EMA	80	Complete	20	SMF	75	Complete
9	IM	69	Incomplete	21	WN	90	Complete
10	KHU	100	Complete	22	YR	85	Complete
11	MAZ	85	Complete	23	ZNI	50	Incomplete
12	MAD	69	Incomplete	24	ZKF	80	Complete
TOTAL		1764		AVERAGE		73,5	

Sources: the grade of vocabulary mastery pre-test on Saturday, May14 2025.

Table 7. The Percentage of Post – test I

No	Score	Frequency	Percentage	Explanation
1	≥ 72	12	50%	Complete
2	≤ 72	12	50%	Incomplete
TOTAL		24	100%	

**Figure 4. The Percentage of Post-test I Score**

Statistics based on the pre-test results indicate that 12 students (50%) failed the test, while 12 students (50%) completed. Pre-test score ranged from 9 to 88, with 50 being the lowest and 100 the highest. 72 the test is the result of their score achieve the minimum completeness criteria.

Some students struggled with the learning process, particularly remembering vocabulary and clearly pronouncing words. When they were instructed to imitate the researcher's movements, they were more excited and interested. This strategy is not only entertaining, but it also

improves word acquisition and retention. The classroom environment is made more positive and engaged by introducing movement into learning.

c) Observing

The researcher held two meetings in Cycle I to focus on students' vocabulary development while also assessing their ability to using new words. The TPR method was used by the teacher to explain vocabulary. Students were asked to pay attention and follow directions while the researcher explained everything. They gave an enthusiastic and active response. Because the lesson was in the morning before noon, some students were noisy while learning and some students fell asleep. Because their words are low, students are less engaged in the learning process when the teacher poses questions.

In this case, the English teacher worked together with the researcher as a collaborator to observe the students' actions as they engaged in the teaching and learning process. After conducting the treatment and observation, the researcher obtained information from the collaborator regarding the students' learning activities as follows:

Table. 8**The Students' Learning Activities Observation in Cycle 1**

No.	Name	The Students Pay Attention	Students Ask/Answer Questions	The Students Active in the Class	The Students able to do the task
1.	AR	√	√	√	√
2.	APW	√			√
3.	AAH		√		√
4.	AM	√			√
5.	AJN				√
6.	CBT	√			√
7.	DAP	√	√	√	√
8.	EMA				√
9.	IM				√
10.	KHU	√			√
11.	MAZ	√			√
12.	MAD	√			√
13.	MZM	√		√	√
14.	NAF				√
15.	NRZ	√			√
16.	NS	√			√
17.	RD				√
18.	RTL				√
19.	SAR	√			√
20.	SMF	√			√
21.	WN	√	√	√	√
22.	YR	√			√
23.	ZNI			√	√
24.	ZKF	√	√	√	√
Total		16	5	6	24

Table. 9**The Frequency of Students' Learning Activity Observation in Cycle I**

No.	Students Activity	Frequency	Percentage
1.	The Students Pay Attention	16	67%
2.	The Students Ask/Answer Questions	5	21%
3.	The Students Active in the Class	6	25%
4.	The Students able to do the task	24	100%
The average percentage			53%

From the table above, the results of student learning activities in Cycle I can be observed as follows:

In the first aspect, students' attention to the teacher's explanation reached 67%, indicating that most students were able to follow the material presented. In the second aspect, the students' ability to ask or respond to questions reached only 21%, showing that they were still less active in verbal interaction with the teacher. The third aspect, which measures student activeness and participation during the learning process, reached 25%, indicating that only a small number of students were actively involved in classroom activities. Meanwhile, in the fourth aspect, which assesses students' ability to complete assignments and exercises, the result was

100%, meaning that all students successfully completed the given tasks.

Although students' active involvement such as asking questions and participating in class is still relatively low, their commitment to completing tasks is optimal. These results serve as a basis for making improvements in the next cycle of learning.

d) Reflecting

The outcomes of cycle I presented an improvement at pre-test I and post-test score. The students had a strong interest in what they were learning. The learning process is still not functioning at its best, though, therefore the research must go on to the following round. There were still some students who were unfocused and exhibited actions that made it difficult to concentrate in class. Furthermore, the average score of the students fell short of the established requirement. Researcher identified students who did not fulfill the identification criteria after administering the pre-test and post-test, and they proceeded to cycle II.

2) Cycle II

a) Planning

According to the result of treatment in cycle i, students still have some weaknesses that are increasing student activity in class, vocabulary acquisition and pronunciation that need to be improved. Based on these results, it can be seen that there is some improvement in students' vocabulary acquisition, but it is not as significant. Based on the weaknesses that have been identified, it needs to be improved in cycle II and the application is emphasized to overcome students' weaknesses.

b) Acting

1) First Meeting

The researcher started the cycle by evaluating the results of cycle 1 and then explaining the material more concisely. Initially, students' vocabulary skill were assessed through a pre-test or initial observation. This was followed by an introduction to the chosen procedure text, along with an explanation of its relevance to students' daily lives. The researcher reviews the previously taught material with a series of questions. Using the TPR method to improve vocabulary as an introduction to a new topic. To test students' vocabulary, the researcher displayed some pictures and asked the question, "What is this?". Multimedia or technology is used to provide

additional context, enriching students' understanding of the text.

The researcher showed a video demonstrating the coffee-making process as a visual aid using the Total Physical Response (TPR) method. Students watched and acted out the steps shown in the video, then discussed key vocabulary related to the ingredients, tools, and steps involved in making coffee. This approach encouraged active learning through language learning and physical movement.

The researcher ends the class by inspiring the students to work hard in their studies and attempt to remember more material, particularly in order to get good grades.

2) Second Meeting

On Tuesday, May 20, 2025, post-test II was conducted by the researcher. Just like the first meeting, prayers, greetings, and student attendance were conducted before starting the learning activities. After students were given treatment, material explanations and examples of making videos, students were given assignments for post-test II.

The researcher then divided the students into several groups and provided all the materials and tools needed to practice making coffee. As a post-test II test, each student then demonstrated how to make coffee and explained the

procedure. Written and oral exams were conducted. The questions consisted of 5 types of tests, including comprehension questions, giving opinions, writing materials and tools, arranging picture sequences and practicing in front of the class making coffee equipped with the tools provided.

They were given 40 minutes to complete the questionnaire. When giving the score, the researcher uses the guidelines from John Read. Here's the result after the score was calculated.

Table 10. The Score of Post-test II

No	Name	Score	Category	No	Name	Score	Category
1	AR	80	Complete	13	MZM	67	Incomplete
2	APW	78	Complete	14	NAF	67	Incomplete
3	AAH	90	Complete	15	NRZ	70	Incomplete
4	AM	78	Complete	16	NS	80	Complete
5	AJN	70	Incomplete	17	RD	100	Complete
6	CBT	82	Complete	18	RTL	73	Complete
7	DAP	73	Complete	19	SAR	70	Incomplete
8	EMA	90	Complete	20	SMF	85	Complete
9	IM	82	Complete	21	WN	85	Complete
10	KHU	60	Incomplete	22	YR	75	Complete
11	MAZ	93	Complete	23	ZNI	95	Complete
12	MAD	95	Complete	24	ZKF	85	Complete
TOTAL				1923			
AVERAGE				80,12			

Table 11.

Percentage Students' Score of Post-test II

No	Score	Frequency	Percentage	Criteria
1	≥72	18	75%	Complete
2	≤72	6	25%	Incomplete
TOTAL		24	100%	

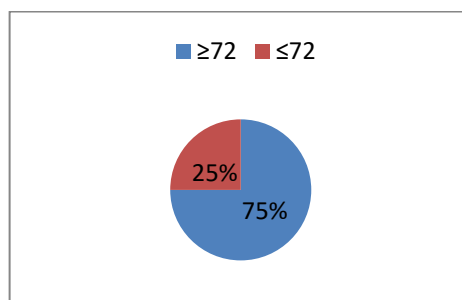


Figure 5. The Percentage of Post-test II Score

Statistics based on the pre-test results indicate that 6 students (25%) failed the test, while 18 students (75%) completed. Pre-test score ranged from 60 to 100, with 60 being the lowest and 100 the highest. 72 the test is the result of their score achieve the minimum completeness criteria. There is conclude that test in cycle II was successful. Most of students could be active in teaching learning process. Students were more confidents when they must to practice in front of class. The class was noisy but still could be managed. Then, their vocabulary more better with their practice, because it is easy to remember

Based on the post-test II results in the table above, The students enjoyed the engaging practical experience and they enjoyed the drinks they made at the end of the exercise. Then during the teaching and learning activities they were very happy and enthusiastic especially when given the test of making drinks. They really liked this activity.

c) Observing

The observation in Cycle II was conducted to evaluate the effectiveness of the Total Physical Response (TPR) method in increasing student engagement during the learning process, following improvements implemented based on the weaknesses identified in Cycle I. In this observation, the researcher, with the support of Mrs. MJ as a collaborator, observed the students' participation throughout the learning process, in which vocabulary was taught using the Total Physical Response (TPR) method. Students' active involvement in the learning process was identified through the observation results collected during the learning activities. This is supported by evidence presented in the appendices. The indicator of student engagement include:

Table.12

The Students' Learning Activities Observation in Cycle II

No.	Name	The Students Pay Attention	The Students Ask/Answer Questions	The Students Active in the Class	The Students able to do the task
1.	AR	√		√	√
2.	APW	√		√	√
3.	AAH	√		√	√
4.	AM	√		√	√
5.	AJN	√		√	√
6.	CBT	√			√
7.	DAP	√	√	√	√
8.	EMA	√		√	√

9.	IM		√		√
10.	KHU	√	√	√	√
11.	MAZ	√	√	√	√
12.	MAD	√			√
13.	MZM	√	√	√	√
14.	NAF		√	√	√
15.	NRZ	√			√
16.	NS	√	√	√	√
17.	RD	√	√	√	√
18.	RTL	√	√	√	√
19.	SAR	√	√	√	√
20.	SMF	√			√
21.	WN	√	√	√	√
22.	YR	√			√
23.	ZNI	√	√	√	√
24.	ZKF	√	√	√	√
TOTAL		22	13	18	24

Table. 13**The Frequency of Students Activities observation in Cycle II**

No.	Students Activity	Frequency	Percentage
1.	The Students Pay Attention	22	92%
2.	The Students Ask/Answer Questions	13	54%
3.	The Students Active in the Class	18	75%
4.	The Students able to do the task	24	100%
The average percentage		80%	

Based on the table above, it shows that the results of student learning activities have increased significantly. In the first aspect, attention to the teacher's explanation increased from 67% in cycle I to 92% in cycle II. This shows that the majority of students began to focus and be interested in

learning. In the second aspect, activeness in asking or answering questions has increased from 21% to 54%. Although not yet optimal, this increase shows that students are starting to be more confident in interacting with the teacher.

Then, in the third aspect, students' activeness and participation in the learning process also increased sharply from 25% to 75%, which means that most students began to understand and enjoy learning activities. Furthermore, for the fourth aspect, students' ability to complete tasks remained at 100%, indicating that all students continued to show responsibility for the assigned tasks.

Based on these observations, it can be concluded that the learning process succeeded in improving students' vocabulary skill. The learning process has gone well and students are active in the classroom compared to the first cycle.

d) Reflecting

In the second cycle, the students were also more active in doing the assignments and tests than before. They also felt confident to perform in front of the class and answer the questions given. This means that the teaching and learning method shows that it can effectively improve students' understanding with the TPR method in procedure text. The students who scored more than 72 were 18 (75%) out of 24

students. This research was declared complete and could be stopped at cycle 2 because the results of student activity had reached the success indicator of an average score of 72.

B. Discussion

1. The result of Pre-test

Before implementing the treatment, the researcher conducted a pre-test for analyzing student vocabulary skill.. This was done on May 10, 2025. The results of the pre-test showed that most students had difficulty in answering the test, it can be seen that the average student the average student is 52. This show that most students have not passed in achieving the minimum completeness criteria (72). Therefore, 16 out of 24 students, did not pass the minimum completeness criteria. This shows that most students failed to achieve the material. Therefore, it is necessary to improve with learning method using the TPR method.

2. The Result of Post-test Cycle I

The researcher gave a post-test to evaluate students vocabulary skill after the treatment.. This was done on May 14, 2025, it can be seen that the average score of students is 73, this shows that the score has increased but not significantly, the minimum completeness criteria (72). Therefore, there were 12 (50%) out of 24 students who passed the minimum completeness criteria. It can be seen that most students have not achieved the material. So it is necessary to improve by continuing in cycle II.

3. The Result of Post-test Cycle II

The researcher used a post-test to assess the students' vocabulary skill after the implementation of the treatment. This was done on May 20, 2025. It can be seen that the average score of the students was 80, this shows that most students reached the minimum completeness criteria (72). Therefore, there were 18 students (75%) out of 18 students passed the minimum completion criteria. It can be seen that most students passed in achieving the criteria.

The table of vocabulary pre-test and post-test results show that teaching students' the TPR method is effective in improving their vocabulary. The result can be seen in the table below:

Table 14.

Students' Vocabulary Test Score

No.	Name	Pre-Test	Post-Test I	Post-Test II
TOTAL		1252	1764	1923
AVERAGE		52	73,5	80,12

The TPR approach was successful in helping students become more proficient in vocabulary. This is the data showing that students' average score increased from 52 on the pre-test to 73.5 on post-test I and 80.12 on post-test II. Students who achieved the 72-point Minimum Completion Criteria increased from 8 (33%) to 12 (50%) and finally to 18 (75%). The researcher identified that the success indicator had been achieve based on these result and the research was completed at cycle II.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of classroom action research conducted in two cycles, it can be concluded that the Total Physical Response (TPR) method is effective in improving the students vocabulary mastery at MTs Ma'Arif 01 Punggur. This is shown through the increase in students' average score, from 52 in the pre-test to 73.5 in the first cycle post-test, and increased again to 80.12 in the second cycle post-test. . In addition, the quantity of students who scored higher than the Minimum Completion Criteria (KKM) of 72 got from 8 (33%) in the pre-test to 12 (50%) in cycle I and 18 (75%) in cycle II

Not only from the value aspect, the improvement was also seen in student activeness in the learning process. The percentage of students' attention to the teacher's explanation increased from 67% to 92%, the activeness of asking/answering from 21% to 54%, and participation in learning activities from 25% to 75%. All students were also able to complete the tasks in each cycle (100%). Thus, the TPR method not only has an impact on improving cognitive learning outcomes, but also motivates students to be more active, confident, and enthusiastic in the English learning process, especially in vocabulary acquisition.

B. Suggestion

Based on the results of the research that has been conducted. The researcher would like to give some suggestions as follows:

1. For students

This research hoped that students will be more interested in English and think that English is easy and fun.

2. For the teachers

The research offers an alternative method to improve students' vocabulary mastery in English language.

3. For the other researcher

For readers, this research is expected to be use as an additional reference to conduct Total Physical Response (TPR) research in the context of vocabulary teaching, this research as a guideline for future used, regarding the analysis of Total Physical Response (TPR) in vocabulary teaching.

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MODUL AJAR BAHASA INGGRIS
MTS MA'ARIF 01 PUNGGUR
VIIB/GENAP

No.	Komponen	Deskripsi/Keterangan
A.	Informasi Umum Perangkat Ajar	
	1. Identitas Sekolah	
	Nama Penyusun	Novia Khoirunnisa
	Nama Institusi	MTs Ma'Arif 01 Punggur
	Tahun Penyusunan Modul Ajar	2025
	Jenjang Sekolah	Sekolah Menengah Pertama (SMP)
	Kelas	VII (Tujuh)
	Alokasi Waktu	2 x 40 menit
	2. Kompetensi Awal	
	<ul style="list-style-type: none">• Peserta didik dapat memahami mengenai kosakata bahasa Inggris yang mereka dapati.• Peserta didik dapat mengucapkan kosakata bahasa Inggris yang baru dikenali.• Peserta didik dapat membedakan di antara kosakata bahasa Inggris tersebut dan dapat digunakan.	
	3. Profil Pelajar Pancasila	
	<ul style="list-style-type: none">• Mandiri ;• Bernalar kritis ;• Kreatif;• Gotong royong;	
	4. Sarana dan Prasarana	
	Kemendikbud. 2022. Buku Pegangan Guru English For Nusantara Kelas VII, Jakarta ;Pusat Kurikulum dan Perbukuan. Papan Tulis Lembar kera siswa	
	5. Peserta Didik	
	Kategori Peserta Didik	Peserta Didik Regular
	Jumlah Peserta Didik	24
	6. Model Pembelajaran	
	Tatap Muka Total Physical Response (TPR)	
B. KOMPONEN INTI		
	1. Tujuan Kegiatan Pembelajaran	
	Elemen/ Domain CP	Memirsakan dan Menulis Pada akhir fase D, siswa menggunakan teks lisan, tulisan, dan visual dalam Bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal, berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks asli menjadi rujukan utama dalam mempelajari Bahasa Inggris di

		fase ini. Siswa menggunakan Bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam Bahasa Inggris yang terstruktur dengan kosa kata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual dalam Bahasa Inggris.
	Tujuan Pembelajaran	<ol style="list-style-type: none"> 1. Peserta Didik mampu membuat dan menyusun teks prosedur terkait resep makanan/minuman pendek dan sederhana, sesuai dengan konteks penggunaannya dengan benar dan penuh tanggung jawab. 2. Peserta didik mampu mempresentasikan dan mendemonstrasikan teks prosedur terkait dengan resep makanan/minuman pendek dan sederhana sesuai dengan konteks penggunaannya dengan benar dan penuh tanggung jawab.
	Pemahaman Bermakna	Procedure text adalah sebuah teks yang menjelaskan bagaimana sesuatu bekerja (explain how something works) atau sebuah teks yang menunjukkan cara melakukan aktifitas tertentu (instruct how to do a particular activity)
	Pertanyaan Pemantik	<ol style="list-style-type: none"> 1. What do you like coffee? 2. What do you think he is doing?
C. Persiapan Belajar		
Kegiatan pembelajaran dimulai dengan tanya jawab dan ice breaking		
D. Kegiatan Pembelajaran		
Pertemuan I		
Keegiatan Pendahuluan : <ol style="list-style-type: none"> 1. Berdo'a kepada Tuhan Yang Maha Esa bersama, lanjut salam semangat dan slogan kelas. Guru menyapa siswa dan berbincang dengan mereka sebentar. Guru melakukan absensi dan menanyakan kabar siswa. 2. Memberikan motivasi tentang pembelajaran hari ini. 3. Guru menjelaskan pembelajaran yang akan dilakukan hari ini 		
Kegiatan Inti <ol style="list-style-type: none"> 1. Peneliti memulai pertemuan dengan menyapa siswa, "Selamat pagi, siswa-siswi," dan mendorong respon positif dari seluruh kelas. 2. Sebelum memperkenalkan materi, peneliti mengajukan pertanyaan pemicu seperti, "Apakah kalian suka kopi?" untuk menarik minat siswa dan menghubungkan pelajaran dengan pengalaman pribadi mereka. 3. Peneliti menjelaskan teks prosedur, termasuk definisi, tujuan, struktur, dan memberikan contoh dalam kehidupan nyata untuk memperjelas konsep tersebut 4. Peneliti memperkenalkan kosakata yang berkaitan dengan proses pembuatan kopi seperti "kopi," "mengaduk," "cangkir," "mencampur," dan lainnya guna membangun pemahaman siswa. 		

5. Peneliti menerapkan metode Total Physical Response (TPR) dengan mendemonstrasikan tindakan sambil memberikan instruksi verbal seperti "aduk kopinya," yang kemudian diikuti oleh siswa dengan melakukan gerakan yang sesuai.

Kegiatan Penutup:

1. Guru merefleksikan kegiatan pembelajaran hari ini.
2. Do'a penutup.

Pertemuan II

Kegiatan Pendahuluan :

1. Kegiatan dimulai dengan doa, salam, dan pengecekan kehadiran siswa, sama seperti pada pertemuan pertama.
2. Peneliti mengajukan beberapa pertanyaan kepada siswa untuk meninjau kembali kosakata dan materi yang telah dipelajari pada pertemuan sebelumnya.

Kegiatan Inti

1. Setelah mendemonstrasikan cara membuat kopi, peneliti membimbing siswa untuk mengulang kembali kosakata yang berkaitan.
2. Peneliti meminta siswa untuk menulis sebuah paragraf tentang cara membuat minuman kesukaan mereka dan mempresentasikannya di depan kelas.
3. Siswa diberikan beberapa tes yang berkaitan dengan materi yang telah diajarkan. Tes terdiri dari tiga bagian: membuat kalimat, menyusun struktur kalimat, dan melakukan percakapan singkat dengan teman di depan kelas.
4. Siswa diberi waktu 40 menit untuk menyelesaikan tes. Peneliti memberikan nilai menggunakan pedoman penilaian dari John Read.

Kegiatan Penutup:

1. Guru merefleksikan kegiatan pembelajaran hari ini.
2. Do'a penutup.

Pertemuan III

Kegiatan Pendahuluan :

1. Berdo'a kepada Tuhan Yang Maha Esa bersama, lanjut salam semangat dan slogan kelas. Guru menyapa siswa dan berbincang dengan mereka sebentar. Guru melakukan absensi dan menanyakan kabar siswa.
2. Memberikan motivasi tentang pembelajaran hari ini.
3. Guru menjelaskan pembelajaran yang akan dilakukan hari ini

Kegiatan Inti:

Peneliti memulai siklus dengan mengevaluasi hasil dari Siklus 1 dan melanjutkan dengan menjelaskan materi secara lebih jelas dan ringkas.

Peneliti mengulas kembali materi yang telah diajarkan dengan mengajukan beberapa pertanyaan untuk mengaktifkan pengetahuan siswa. Peneliti memperkenalkan teks prosedur yang telah dipilih dan menjelaskan keterkaitannya dengan kehidupan sehari-hari siswa.

Peneliti menerapkan metode Total Physical Response (TPR) untuk memperkenalkan kosakata dan membangun keterlibatan siswa pada awal pelajaran.

Peneliti menampilkan beberapa gambar dan bertanya, "What do you think he is doing?" untuk menguji pengenalan dan pemahaman kosakata siswa.

Multimedia atau teknologi digunakan untuk memberikan konteks tambahan dan memperkaya pemahaman siswa terhadap teks.

Peneliti memutar video yang menunjukkan proses pembuatan kopi sebagai alat bantu visual untuk menggambarkan teks prosedur secara nyata.

Peneliti meminta siswa untuk mendiskusikan isi video dan mengidentifikasi istilah penting yang berkaitan dengan bahan, alat, dan langkah-langkah pembuatan minuman.

Kegiatan Penutup:

1. Guru merefleksikan kegiatan pembelajaran hari ini.
2. Do'a penutup.

Pertemuan IV

Kegiatan Pendahuluan :

1. Berdo'a kepada Tuhan Yang Maha Esa bersama, lanjut salam semangat dan slogan kelas. Guru menyapa siswa dan berbincang dengan mereka sebentar. Guru melakukan absensi dan menanyakan kabar siswa.
2. Memberikan motivasi tentang pembelajaran hari ini.
3. Guru menjelaskan pembelajaran yang akan dilakukan hari ini

Kegiatan Inti

1. Sebelum post-test dilaksanakan, siswa diberikan perlakuan berupa penjelasan materi dan contoh video mengenai prosedur pembuatan kopi.
2. Peneliti membagi siswa ke dalam beberapa kelompok dan menyediakan semua bahan serta alat yang dibutuhkan untuk praktik membuat kopi.
3. Setiap siswa diminta untuk mempraktikkan cara membuat kopi dan menjelaskan prosedurnya sebagai bagian dari penilaian Post-Test II.
4. Tes terdiri dari lima jenis, yaitu: (1) soal pemahaman, (2) pemberian pendapat, (3) menulis bahan dan alat, (4) menyusun urutan gambar, dan (5) mempraktikkan secara langsung di depan kelas dengan alat yang disediakan.
5. Siswa diberi waktu 40 menit untuk menyelesaikan tes. Peneliti menggunakan pedoman penilaian dari John Read untuk menilai hasilnya

Kegiatan Penutup:

1. Guru merefleksikan kegiatan pembelajaran hari ini.
2. Do'a penutup.

ASESMEN

PENILAIAN

TES LISAN DAN TES TULISAN

JENIS ASESMEN

SUMATIF

LAMPIRAN

LEMBAR KERJA SISWA

Post Test Instrument of Vocabulary Mastery
(Pre-Test)

A. VOCABULARY MATCHING

1. Grind
2. Pour
3. Brew
4. Stir
5. Cup

Pilihan Jawaban

- a. A container for drinking
- b. To mix by moving in circles
- c. To crush into small pieces
- d. To make coffee ready
- e. To move liquid from one place to another

B. FILL IN THE BLANKS

Isi titik-titik berikut dengan kosakata yang sesuai

1. First, you must _____ the coffee beans into powder.
2. Then, _____ the hot water into the coffee filter.
3. After that, let the coffee _____ for about 5 minutes.
4. _____ the coffee before you pour it into the cup.
5. Finally, enjoy your coffee in a nice cup.

C. CREATE SENTENCES

Buatlah 5 kalimat menggunakan kata-kata berikut ini:

1. Grind
2. Pour
3. Brew
4. Stir
5. Cup

Contoh : I grind the coffee beans before making coffee.

Post Test Instrument of Vocabulary Mastery
(Cycle I)

1. Make simple procedure text by arranging the steps of making tea a good order!!
 - A. Strain the tea
 - B. Boil the water
 - C. turn of the flame
 - D. Add the tea powder
 - E. Pour into the tea and let it simmer for about 1,5 minute.
2. How to make ice tea?
3. Practice conversation with friend in front of class!

Monita's family lunch

Mom : what does the rica-rica chicken mixed with rice taste like?

Sister : The rice is plain. But when it's mixed with the rica-rica chicken, it's spicy and savory

Dad : How about the fruit salad?

Mom : It's sour from the fruits and it's sweet and spicy from the sauce. It's so good

Dad : now, lets try the pudding. What do you think of it?

Sister : Hmm... It's soft and sweet

Sister : i'm full now, mom. I'll finish my lunch with this orange juice. Yummy! It's sweet. Thank you for today's special lunch, dad.

Post Test Instrument of Vocabulary Mastery (Cycle II)

A. WRITTEN TASK

- 1 What is procedure text
- 2 What's your favorite food?
- 3 What kind of tool and ingredients needed to make coffee?
- 4 Write at least 4 steps to make a cup of coffee?
- 5 Put following process into correct order .



B. PRACTICE TASK

1. Practice how to make coffee in front of the class!

KEY ANSWER**A. Vocabulary Matching**

- 1-C, To crush into small pieces
- 2-E, To move liquid from one place to another
- 3-D, To make coffee ready
- 4-B, To mix by moving in circles
- 5-A, A container for drinking

B. Fill in The Blanks

Grind

Pour

Brew

Stir

Cup

Key answer

1. A procedure text describes how something is done step by step
2. My favorite food is cake, because its sweet and beautiful
3. Spoon, Glass, Kettle // coffe, sugar, milk, hot water
4. Boil the water, put 1-2 coffe into the glass. Pour the hot water into the cup, stir the coffe and enjoy your coffe.
5. 321564

Scoring rubric

1. Clear explanation of the definition, purpose, and structure of a procedure text. 10
2. Relevance to the procedure context, clear answer, and written in simple English. 10
3. Listing of at least 4 tools and 4 ingredients accurately. 20
4. Logical, sequential steps using imperative sentences and correct structure. 15
5. Correct sequencing of the steps in making coffee. 15
6. Pronunciation, fluency, use of English, and confidence during the presentation. 30

Punggur , Mei 2025

Collaborator

Researcher

Miftahul Janah, S.Pd
Nuptk : 7461761662300013

Novia Khoirunnisa
Npm : 2101051026

nama : Ziyada Kasyfal Fitri
 kelas : VII B

1. c. to crush into small pieces
2. E. to move liquid from one place to another
3. d. to make coffee ready
4. B. to mix by moving in circles
5. a. container for drinking

II
 1. grind

2. pour

3. Brew

4. stir

5. Cup

III
 1. I grind the coffee beans in Sunday morning

2.

20

30

3

53

Nama : Arina Manasykara

Kelas : VII B

1. \sim Grind \rightarrow c. to crush into small pieces
2. \sim Pour \rightarrow e. to move liquid from one place to another
3. \times brew \rightarrow b. to mix by moving, in circles
4. \times stir \rightarrow d. to make coffee ready
5. \sim cup \rightarrow a. a container for drinking

1. \downarrow First, you must grind the coffee beans into powder
2. \downarrow Then, pour the hot water into the coffee filter
3. \downarrow After that, let your coffee brew for about 5 minutes
4. \downarrow Stir the coffee before you pour it into the cup
5. \downarrow Finally, enjoy your coffee in a nice cup

1. \emptyset I grind the coffee beans before making coffee
2. \emptyset Pour coffee in the cup
3. \downarrow brew coffee with hot water
4. \times stir the coffee before you pour it into the cup ³
5. \times Finally, enjoy your coffee in a nice cup ⁹

$$\begin{array}{r}
 20 \\
 30 \\
 42 \\
 \hline
 76
 \end{array}$$

BB //

No _____
Date _____

1. c. to crush into small pieces
2. e. to move liquid from one piece to another
3. d. to make coffee ready
4. b. to mix by moving in circles
5. a. container for drinking

II

1. grind l
2. Pour l
3. brew l
4. Stir l
5. cup l

III

1. I grind the coffee in to powder 10
2. I pour hot water in the coffee 10
3. I brew coffee in the hot water 6
4. I stir coffee before in the cup 6
5. to make coffee ready in the cup for drinking 6

60/

~~Arif~~ ~~Rafif~~ Rafif Rahmadani
VII b

Date

☒☐☐☐ 2.

How to make a cup of ice tea 30

☐

→ First prepare glass

☐

→ Boil the water

☐ 3.

→ Prepare the tea into the cup

☐

→ pour hot water into the cup

☐

→ add sugar and stir until completely

☐→ ~~add~~ and the add ice cube into the tube☐☐ 3.~~30~~ 30☐☐☐☐☐☐☐☐☐☐☐☐☐

No. 60

Date:

☐ Nama: Ngwo Aliana Fairindi

☐ kelas: VII B

☐ 1. Boil the water

☐ 2. pour the tea into the glass

☐ 3. strain the tea use the strainer

☐ 4. Add the tea powder and let it simmer

☐ 5. Turn off the flame and add the lemon juice and sugar to it and stir it well

☐ 2. Ice tea 30

☐ - prepare of the glass

☐ - Boil the water into the cup

☐ - pour the hot water into the cup

☐ - add the sugar and stir until completely

☐ - and then add the ~~tea~~ ice cube into the cup

☐ 3. 30

80

1.

~~Name~~ ELIZA MUTIARA ALFI 7B

1.

B. Boil the water 25

c.

d. add the tea powder and let simmer 1.5 minutes

e.

c. Turn off the flame

f.

d. strain the tea

g.

e. Pour the tea

h.

2.

Prepare of the glass

30

a.

• Boil the water

b.

- Prepare the into the cup

c.

- Pour the hot water into the cup

d.

- Add the sugar and stir until complete

e.

- And then add ice cube into the cup

3.

25

25

30

55

25

80

100

No.

Date:

100

Nama: Arina Manasikana

Kelas: VII B

30

1. b. Boil the water

d. Add the tea powder and let it simmer for about 1,5 minutes

c. Turn off the ~~flame~~ flame and add the lemon juice and sugar to and stir it well until the sugar dissolves completelya. Strain the tea use the ~~seam~~ strainer

e. Pour the tea into the glass.

2. ICE TEA

40

Tea

- Prepare of the glass

water

- Boil the water

sugar

- Prepare the tea into the cup

Ice tube

- Pour the hot water into the cup

gelas

- add the sugar and stir until completely

▶

- and then add the ice tube into the cup

3.

~~30~~ 30

30

40

70

3.0

100



Nama: muhammad zidan mukarom
 Class: VII B

(67)

1. Procedure text is a type of text that explain how to do something or how to make something step by step. 10

2. my favorite food is pizza because it has a delicious 8

3. - Coffee maker or kettle

- Spoon

- cup of mug

7

4. 1. boil some water using a kettle 7

2. put 1-2 teaspoons of coffee powder into a cup.

5. 3-2-1-5-6-4. 15

B. 20

Nama: Lela Arca Pratama
Kelas: VII B

73

1. Procedure text is a type of text that explains how to do something ~~step~~ by step. It usually includes the goals, materials or tools needed, and the steps ~~how~~ to follow.
2. My favorite food is Pizza because it has a delicious combination of bread, cheese, and various toppings.

3. Coffee maker or kettle

- Spoon

- Cup or mug

Ingredients

- Coffee powder or coffee beans
- Hot water
- Sugar (optional)
- Milk or creamer (optional)

20

4. Boil some water using kettle

13

- Put 1-2 teaspoons of coffee powder into a cup
- Pour the hot water into the cup
- Stir the coffee well and add sugar or sugar or milk if you like

5. —

B. 20

90 ELIZA MUTIARA ALIFI 7B

No. _____
Date: _____

1 A Procedure text is a structured guide designed to explain how to do something 10

2 my favorite food is meatball because it delicious and yummy 10

3 W/ Coffee maker

Spoon

Cup

A Ingredients :

20

Coffee

hot water

Sugar

milk

4 W/ Ball the water using a kettle. 15

Put 1-2 teaspoons of coffee powder into a cup

Pour the hot water into the cup

Stir the coffee well and add sugar or milk if you like

5. 13, 2, 6, 5 - 4 5

B. 30

Nama: Muhammad Amar Destia

(95)

Kelas: VII B

1. Procedure text is a type of text that explains how to do something or how to make something step by step. It usually includes the goal, materials or tools needed, and the steps to follow 10

2. My favorite food is Pizza because it has a delicious combination of bread, cheese, and various toppings. 10

3. * Tools

* Coffee maker or kettle

* Spoon

* Cup or mug

* Ingredients

* Coffee powder or coffee beans 20

* Hot water

* Sugar (optional)

* Milk or creamer (optional)

4. 1. Boil some water using a kettle

2. Put 1-2 heaspoons of coffee powder into a cup

3. Pour the hot water into the cup

4. Stir the coffee well and add sugar or milk if you like. 15

5. (3) (2) (1)

(5) (6) (4)

15

B. 25

STUDENTS' ACTIVITIES OBSERVATION SHEET

Number of Score	Percentage	Indicators of the students' activities
1	40%	- The students pay attention of the teacher explanation. - The students asks/answers questions/ - The students' actives in the class. - The students able to do the task.
2	60%	
3	80%	
4	100%	

No.	Name	Score	Percentage	No.	Name	Score	Percentage
1.	AR	3	60%	13.	MZM	4	100%
2.	APW	3	80%	14.	NAF	3	80%
3.	AAH	3	80%	15.	NRZ	2	60%
4.	AM	3	80%	16.	NS	4	100%
5.	AJN	3	80%	17.	RD	4	100%
6.	CBT	2	60%	18.	RTL	4	100%
7.	DAP	4	100%	19.	SAR	4	100%
8.	EMA	3	80%	20.	SMF	2	60%
9.	IM	2	60%	21.	WN	4	100%
10.	KHU	4	100%	22.	YR	2	60%

11.	MAZ	4	100%	23.	ZNI	4	100%
12.	MAD	2	60%	24.	ZKF	4	100%

DOCUMENTATION CYCLE I

1. PRE-TEST



2. TREATMENT CYCLE I





3. POST TEST I



4. POST-TEST II





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN
NPP: 1807062F0000001**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; perpustakaan@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-416/ln.28/S/U.1/OT.01/06/2025**

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

Nama : NOVIA KHOIRUNNISA
NPM : 2101051026
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2024/2025 dengan nomor anggota 2101051026.

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, 10 Juni 2025
Kepala Perpustakaan,

Aan Guroni, S.I.Pust.
NIP.19920428 201903 1 009





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI JURAI SIWO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini Ketua Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan (FTIK), Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Novia Khoirunnisa
NPM : 2101051026
Program Studi : Tadris Bahasa Inggris

Tidak mempunyai peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya

Metro, 23 Juni 2025

Ketua Program Studi TBI



Dr. Much Deinayur, M.Pd.B.I.

NIP. 198803082015031006

20/06/25, 21.13

IZIN RESEARCH



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Nomor : B-1436/In.28/D.1/TL.00/05/2025
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
Kepala Sekolah MTs Maarif 01
Punggur
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1435/In.28/D.1/TL.01/05/2025, tanggal 08 Mei 2025 atas nama saudara:

Nama : **NOVIA KHOIRUNNISA**
NPM : 2101051026
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada Kepala Sekolah MTs Maarif 01 Punggur bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MTs Maarif 01 Punggur, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF TOTAL PHYSICAL RESPONSE METHOD TO IMPROVE THE STUDENTS VOCABULARY MASTERY AT THE SECOND GRADE OF MTS MAARIF 01 PUNGGUR".

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

Wassalamu'alaikum Wr. Wb.

Metro, 08 Mei 2025
Wakil Dekan Akademik dan
Kelembagaan,



**Dr. Tubagus Ali Rachman Puja
Kesuma M.Pd**
NIP 19880823 201503 1 007



YAYASAN BAITUL MUSTAQIM LAMPUNG TENGAH
SK. KEMENKUMHAM NO: AHU-8360.AH.01.04 TAHUN 2012

MTS. MA'ARIF 01 PUNGGUR

TERAKREDITASI "B"

NSM : 12.12.18.02.0005 NPSN : 10816585

Jln. Metro Kotagajah Punggur Lampung Tengah, Kode Pos 34152, Email:mts1punggur@yahoo.com



Nomor : 239 /MTs.M.I/U/ V /2025
Lampiran : -
Pokok : Telah Melaksanakan Research

Yang Terhormat :
Ketua Jurusan IAIN METRO
Di
Tempat _

Assalamu'alaikum Wr.Wb

Yang bertanda tangan di bawah ini kepala Madrasah Tsanawiyah Ma'arif 01
punggur Lampung Tengah :

Nama : AHMAD ZAINUDIN, S.Pd
Jabatan : Kepala Madrasah
Tempat Tugas : MTs Ma'arif 01 Punggur
Alamat Madrasah : Jalan Raya Sidomulyo Kec. Punggur Lam- Teng

Dengan ini menerangkan bahwa:

Nama : NOVIA KHOIRUNNISA
NPM : 2101051026
Semester : VIII (Delapan)
Program Studi : Tadris Bahasa Inggris

Menerangkan bahwa mahasiswa tersebut telah melaksanakan Research di MTs.
Ma'arif 01 Punggur mulai 10 Mei sampai dengan 20 Mei 2025 dengan mengumpulkan data
(bahan – bahan dalam rangkan penulisan tugas akhir sekripsi dengan judul) The use of
total physical response method to improve the students vocabulary mastery at the second
grade of Mts Ma'arif 01 Punggur.

Demikian surat ini kami sampaikan, agar dapat digunakan sebagaimana mestinya.

Wassalamu'alaikum, Wr.Wb



MTs Ma'arif 01 Punggur
Kepala

AHMAD ZAINUDIN, S.Pd
Nipk- 66735759661200012

5/10/25, 8:39 AM

SURAT TUGAS



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

SURAT TUGAS

Nomor: B-1435/In.28/D.1/TL.01/05/2025

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

Nama : **NOVIA KHOIRUNNISA**
NPM : 2101051026
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MTs Maarif 01 Punggur, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF TOTAL PHYSICAL RESPONSE METHOD TO IMPROVE THE STUDENTS VOCABULARY MASTERY AT THE SECOND GRADE OF MTS MAARIF 01 PUNGGUR".
 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 : 08 Mei 2025

Mengetahui,
Pejabat Setempat



Wakil Dekan Akademik dan Kelembagaan,



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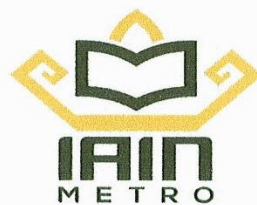
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UNDERGRADUATE THESIS
THE USE OF TOTAL PHYSICAL RESPONSE METHOD TO
IMPROVE THE STUDENTS' VOCABULARY MASTERY AT
MTS MA'ARIF 01 PUNGGUR



By:
NOVIA KHOIRUNNISA
Student Number :2101051026

TARBIYAH AND TEACHER TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT
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Semester : VI

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	Sore 14/12/2024		- Check again the part of the undergraduate thesis - finally will be on discussion page - check the numbering for the cycle	
	Selasa 18/12/2024		Acc for seminar proposal	
	Selasa 22/1/2025		- longkaps APD day - - lembar observasi - Rpp hasil diskusi berdasarkan skenario - bawa dan tojokkan skenario - perhebelan scoring	

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Semester : VIII

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	29/4	see APP	



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Kepada Yth.,
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Aisyah Sunarwan (Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **NOVIA KHOIRUNNISA**
NPM : 2101051026
Semester : 8 (Delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : EXPANDING THE STUDENTS VOCABULARY MASTERY THE USE OF TOTAL PHYSICAL RESPONSE METHOD AT THE SECOND GRADE OF MTS MAARIF 01 PUNGGUR

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 25 April 2025
Ketua Jurusan,



Dr. Much Deiniatur M.Pd.B.I.

CURRICULUM VITAE



The researcher was born in the village of Tulung Itik, Lampung Province on November 24, 2002, the first daughter of Mr. Munawir and Mrs. Siti Nur Hamidah. The researcher has a 3 youngers brother and sister named : Irwannudin, Zahra Laila Ramadhani, and Muhammad Arfan Alfarezi, the researcher took his first education at RA Darussalam and completed it in 2009, then entered elementary school at SDN 02 Gunung Sari and finished in 2015, then entered junior high school at MTs Ma'Arif 01 Punggur and completed his education in 2018, after that the researcher took upper secondary education at the MA Al-Manshur in Wonosari District, Klaten Regency and finished in 2021. After that, the researcher continued his studies at the State Islamic Institute (IAIN) Metro, Faculty of Tarbiyah and Teacher Science, Department of English Education (TBI) undergraduate degree in 2021 to obtain a bachelor's degree.