

**THE EFFECTIVENESS OF THE TOTAL PHYSICAL
RESPONSE (TPR) METHOD ON VOCABULARY MASTERY
(AN EXPERIMENTAL STUDY AT THE FIFTH GRADE
OF MI MUHAMMADIYAH LARANGAN, PURBALINGGA)
IN THE ACADEMIC YEAR 2023/2024**



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**Submitted to Faculty of Tarbiya and Teacher Training
of State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto
as a Partial Fulfilment of Requirements for *Sarjana Pendidikan* (S. Pd.) Degree**

by

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MOTTO

“Motivasi Tanpa Aksi Hanyalah Mugen Tsukuyomi”

- ClaireIfhanatasha -



DEDICATION

I dedicate this thesis to:

My beloved mom, Umiyati

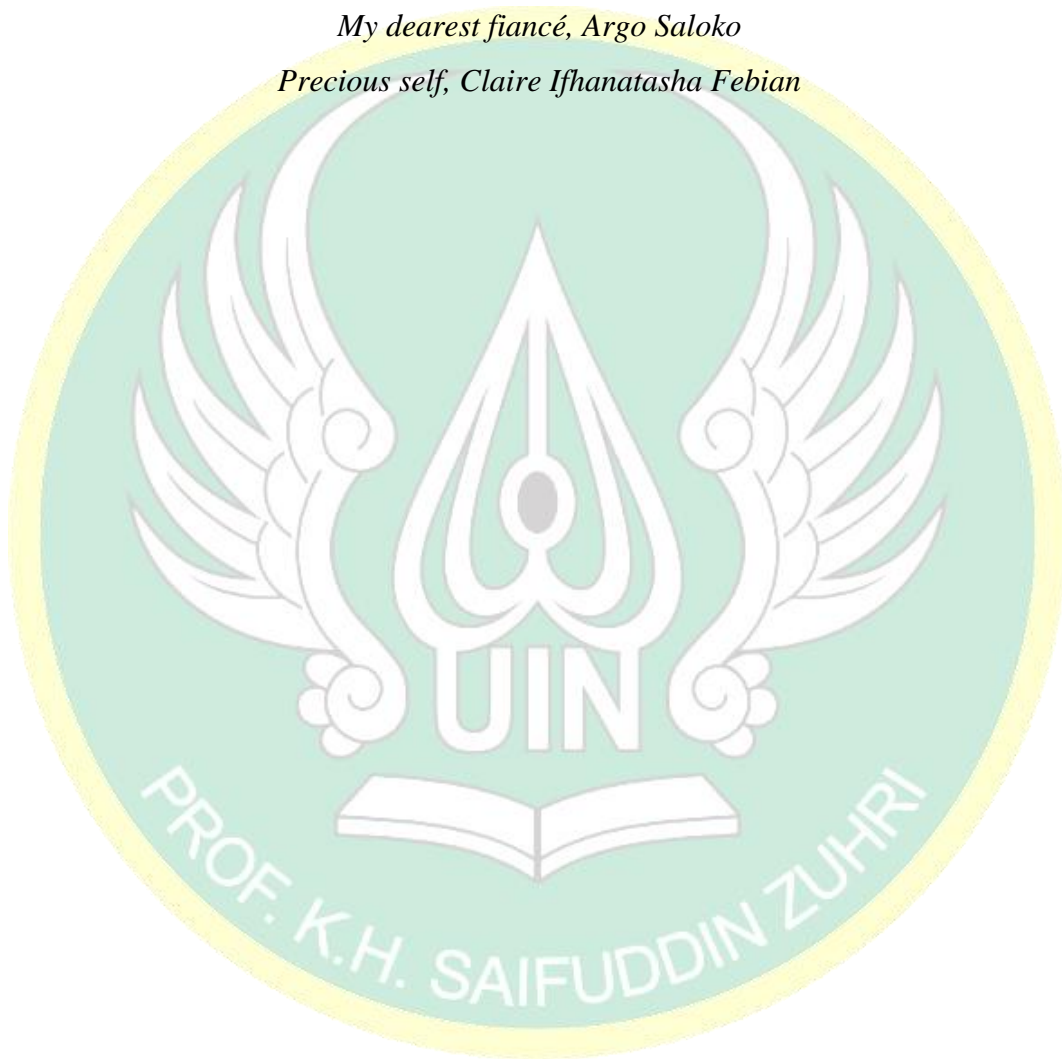
My greatest granpa, Achmad Chumery

My beloved dad, Arinaldi Febian and Misrad

My Lovely family, cucu-cicit Chumery

My dearest fiancé, Argo Saloko

Precious self, Claire Ifhanatasha Febian



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In the name of Allah, the most graceful, the most praise be to Allah for blessing me with his mercy and guidance to finish this thesis entitled “The Effectiveness of the Total Physical Response (TPR) Method on Vocabulary Mastery (An Experimental Study at the Fifth Grade of MI Muhammadiyah Larangan, Purbalingga) in the Academic Year 2023/2024” could be completed. Sholawat and salam are given upon our prophet Muhammad SAW, who has guided us the way of truth and brought us to the real light of life.

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Purwokerto, 19 August 2023

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ABSTRACT
THE EFFECTIVENESS OF THE TOTAL PHYSICAL RESPONSE (TPR)
METHOD ON VOCABULARY MASTERY
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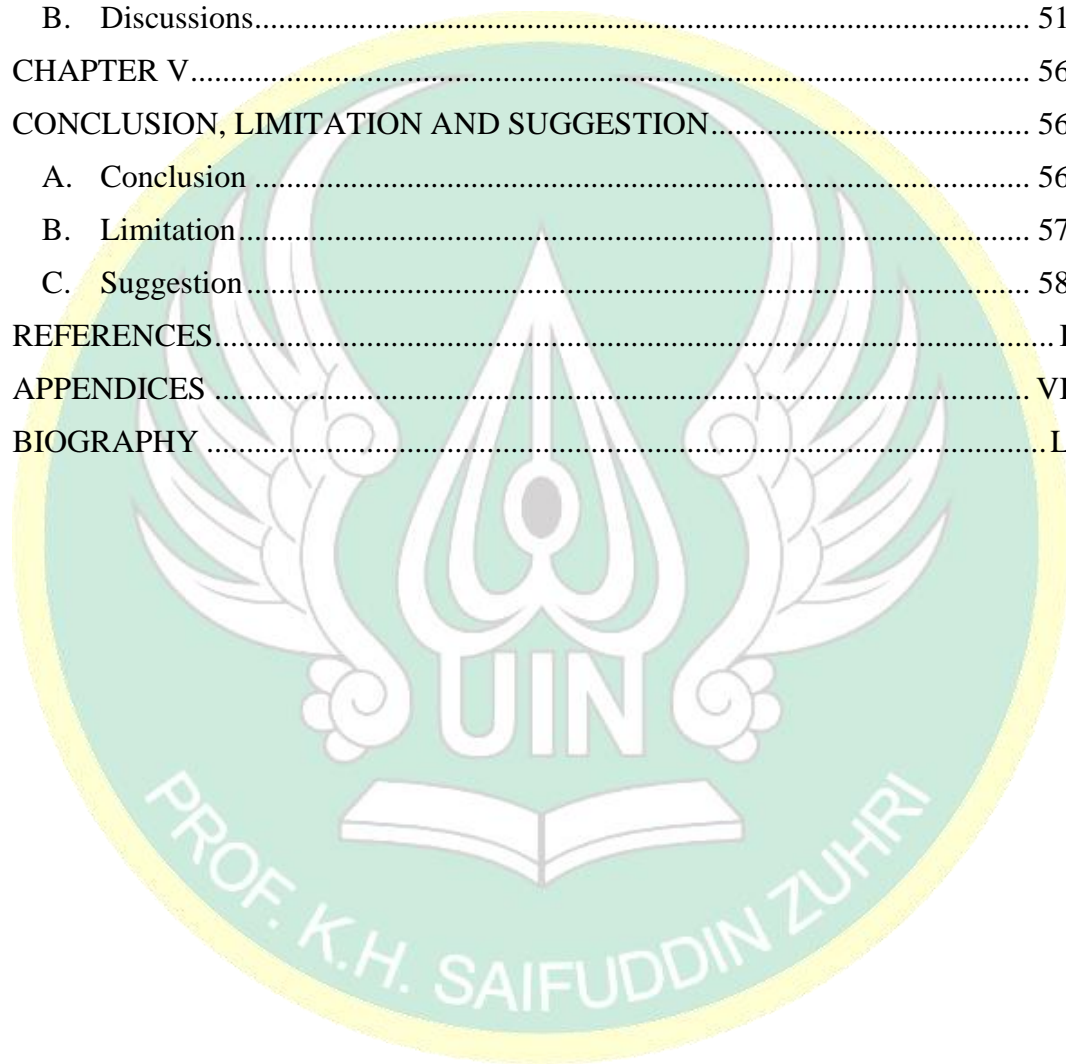
Abstract: Vocabulary is essential for elementary school students to master as early learners, specifically English. However, the problem discovered in MI Muhammadiyah Larangan, Purbalingga, was that the students have problems with vocabulary mastery. The issues were that the students were less enthusiastic, bored, and less interested in learning English vocabulary. This study aimed to determine whether the Total Physical Response Method affects students' vocabulary mastery in the fifth grade of MI Muhammadiyah Larangan, Purbalingga. This research employed a quasi-experimental design and quantitative approach. The population was the fifth-grade students of MI Muhammadiyah Larangan, Purbalingga, which consisted of 54 students. The sample was selected using purposive sampling, with V-A as the experimental class and V-B as the control class. In collecting data, this study used a pretest and post-test in the form of short answer questions. IBM SPSS V.23 for Windows was used to analyze the data. The result of paired sample t-test demonstrated a significant difference in experimental class students' vocabulary mastery before and after treatment. The pretest average was 61.11, while the post-test average was 82.77. the independent sample t-test indicated that the value of tcount was higher than ttable by $6.051 > ttable 1.675$. based on the value of tcount in ttable, it was possible to conclude that H_0 was rejected and H_a was accepted. Sig. (2-tailed) has a value of $0.000 < 0.05$. Then, the n-gain score was 67%, which can be concluded that the total physical response method was effective enough for students' vocabulary mastery.

Keywords: *Total Physical Response, Vocabulary Mastery, Experimental Research*

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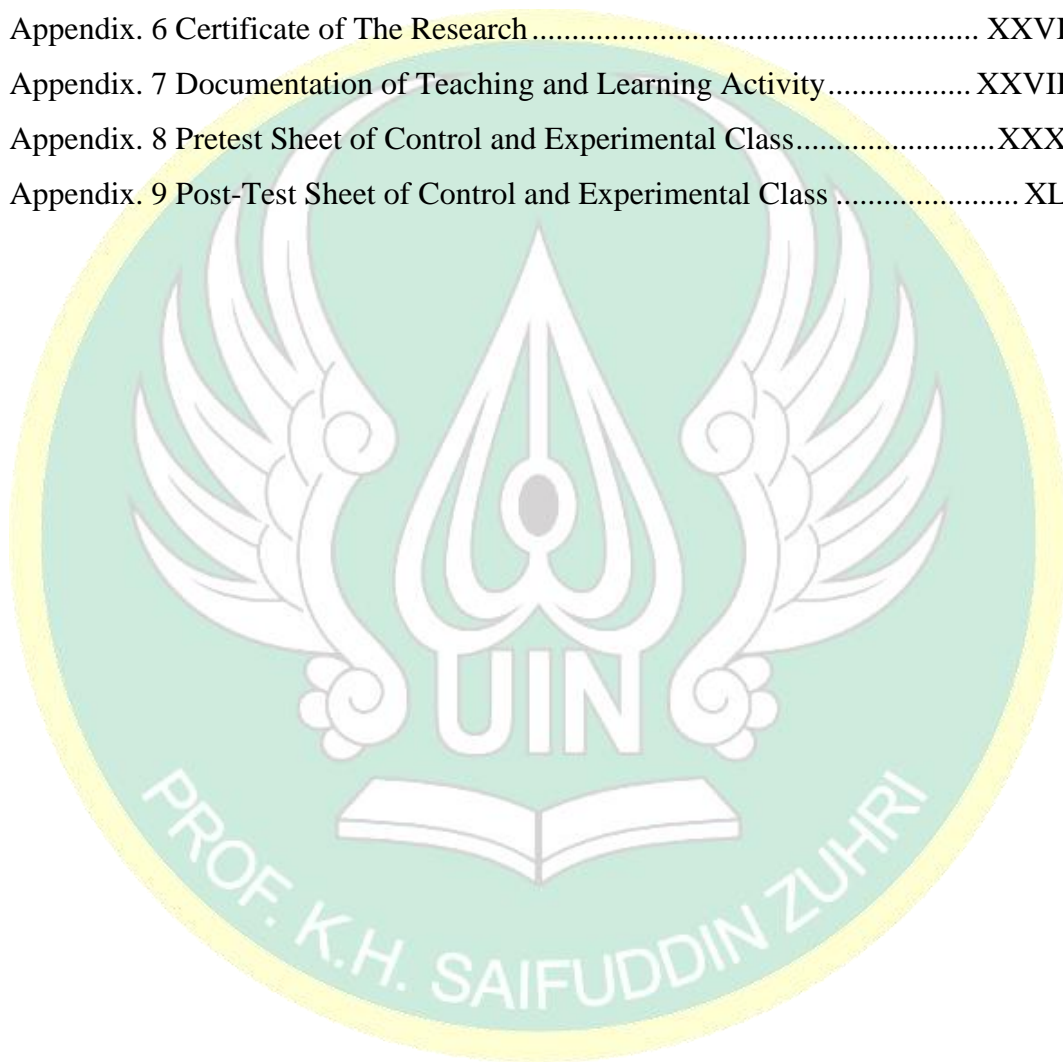


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CHAPTER I INTRODUCTION

In this chapter, the researcher explained the background of the study, classification of key terms, research question, objective and significance of the study, and organization of the paper.

A. Background of the Study

The English language is essential to be taught in elementary school because young students are in the optimal stage for learning English as a foreign language, and it makes it simpler for them to learn English as the main subject in subsequent grades (Sepyanda, 2017). Teaching English in Elementary School is primarily concerned with grades four through six. Students are engaged in the four fundamental abilities. Four fundamental English skills include listening, speaking, reading, and writing. These abilities are interdependent and cannot exist independently. The mastery of language skills determines a student's communicative competence in the target language, so all four skills must be mastered. In the meantime, it introduces students to vocabulary at a lower level. Vocabulary mastery is one of the fundamental language skills that pupils must acquire (McCarthy, 1990). According to Purnama (2023), In the process of acquiring proficiency in a new language and achieving successful communication, vocabulary play a fundamental role as the initial foundation. A pupil with a larger vocabulary has greater opportunities to practice English. In other words, they are better able to comprehend reading, listening, speaking, and writing.

McCarthy (1990) asserts that vocabulary is the most crucial aspect of language education. In addition, Nunan (1998) argues that vocabulary is more beneficial than grammar in the initial phases of learning and employing a second language. This explanation is highly reinforced by Rivers (1983) in Nunan (1998), who argues that teaching a sufficient vocabulary is crucial for effectively using a second language since, without an extensive vocabulary, it could exploit its structure and functions that may

have learned to communicate effectively. A deficiency in vocabulary acquisition may expose learners to the potential consequences of impaired language development that can persist throughout their lifespan (As Sabiq & Sukirno, 2020).

Vocabulary is essential for elementary school students to master as early learners. According to Thornbury (2022), "Very little can be communicated without grammar, and nothing at all without vocabulary." This demonstrates that acquiring vocabulary is nearly more essential for young learners than learning grammar. Students must master the English vocabulary to support the four core language skills; foreign language learners would have difficulty acquiring the four abilities without vocabulary mastery. Vocabulary is an essential language component, yet many pupils struggle to learn it. They contend that mastering English vocabulary takes time and effort. According to Utami & Zuhdi (2020), the difficulty of learning English stems from the fact that students do not utilize it in their everyday lives; therefore, they perceive it to be challenging to understand. In addition, teachers continue to use methods that dull and disinterest their students. Vocabulary mastery in teaching-learning relies on the teacher's ability to employ the most effective teaching approach and methodology. The English instructor should devise a strategy for teaching entertaining and engaging vocabulary, particularly for young students. According to Pinter (2020), "young learners appreciate fantasy, creativity, and movement," so physical activities are an effective way to acquire vocabulary. Several ways are available to teach English vocabulary, particularly to young students. According to Scott & Yetreberg (2004), children receive knowledge through their hands, eyes, and hearing; the physical world always dominates.

There are a variety of methods that can be used to support and aid both instructors and students in the vocabulary teaching and learning process. One of the methods that can be appropriate to be used is Total Physical Response Method. Total Physical Response is a good teaching approach that

can be a solution for students with problems and difficulties in learning English vocabulary. Total Physical Response is a method that may be used to teach students (TPR). In 1965, Dr James J. Asher, a psychology professor at San Joe State College, invented the approach Curtain *et al.* (1988); the TPR approach involves monitoring young children as they learn English. This strategy might make learning for students enjoyable and convenient. According to Richard & Rodgers (1986), Total Physical Response is a method for teaching language based on synchronizing speech and action; it seeks to teach language via physical (motor) activity. The TPR technique motivates pupils to continue studying the language by arousing their natural curiosity. According to Asher & Price (1967) Using the TPR Method to teach vocabulary in English was beneficial since students not only passively hear the language but also actively exhibit it via practice, enhancing their ability to recall words more quickly. The goal of Total Physical Response is to get children moving while they listen to and respond to spoken target language instructions from the teacher (Larsen, 1986).

The Total Physical Response Method is good for teaching young students because they are not forced to acquire English vocabulary, but rather are eager to do so (Putri, 2016). The juvenile learner is a child between their first (5 or 6) years of formal education and their eleventh or twelfth. Kindergarten and elementary school are the educational levels for young students. Students in elementary school are divided into two groups: the junior group (6-8 years old) in grades 1 through 3 and the older group (9-12 years old) in grades 4 through 6. As the older cohort of young learners, the fifth grade at MI Muhammadiyah Larangan, Purbalingga is the focus of this study.

The researcher discovered, based on preliminary observations, that the students have difficulty acquiring English. The students' lack of enthusiasm, boredom, and lack of interest in acquiring English vocabulary is a problem. To solve such problems, the instructor must incorporate specific tools or methods into teaching and learning processes. The method is integral to the

teaching and learning of English vocabulary. The instructor must be able to select and implement the most appropriate and correct method for teaching and acquiring vocabulary. If students possess both integrative and instrumental motivation, it could potentially facilitate the teaching process for educators since these students would demonstrate an understanding of the significance associated with studying a foreign language (Dwinalida, 2021). Total Physical Response Method is one of the methods that can be used when appropriate.

This study discussed the effectiveness of the Total Physical Response Method in teaching vocabulary in grade 5th at MI Muhammadiyah Larangan, Purbalingga. The researcher analyzed the effectiveness of the TPR method in teaching English vocabulary to the young learner. Therefore, the researcher conducted research entitled "**The Effectiveness of Total Physical Response (TPR) Method in Vocabulary Mastery at 5th Grade Students of MI Muhammadiyah Larangan, Purbalingga.**"

B. Classification of Key Terms

The definition includes essential vital terms to assist the investigation. In addition, several concepts in this research govern its execution. Indeed:

1. Vocabulary

According to George (1964), vocabulary is the number of words they hear, recognize, understand, and employ in speech and writing. A strong command of vocabulary is essential for anybody learning a language for listening, speaking, writing, and reading.

2. Young Learners

Young learners between the ages of seven and twelve, who are rapidly becoming individuals, acquire knowledge in several ways (Slaterry & Willis, 2001). Young learners can comprehend the meaning of language but need to examine it.

3. Total Physical Response (TPR)

According to Kimfasirah (2011), TPR is a method executed based on teacher-issued orders to which young learners must physically respond. The primary purpose of Total Physical Response is to develop starting speech competency (Richards & Rodgers, 1986).

C. Research Question

From the background of the study written above, the researcher identifies the research question as follows; “Is Total Physical Response (TPR) Method effective on 5th-grade students' vocabulary mastery of MI Muhammadiyah Larangan, Purbalingga in the Academic Year 2022/2023?”

D. Aim and Significances of the Study

The aim and significance of the study can be formulated as follows:

1. The Aim of the Study

According to the research question above, this research aimed to determine the effectiveness of the Total Physical Response (TPR) Method in English Vocabulary Mastery for fifth-grade students of MI Muhammadiyah Larangan, Purbalingga, in the Academic Year 2023/2024.

2. The Significances of the Study

The researcher assured that this study would contribute to and benefit instructors and other scholars.

a. Theoretically

- 1) The researcher expects this research to provide a more exciting method for teaching and learning English at school.
- 2) This research is expected to improve the quality of students' vocabulary mastery.
- 3) The researcher expects this research can be used as a reference for further research.

b. Practically

1) For teacher

The result of this study is expectedly to help teach English to attract students' motivation to learn English vocabulary.

2) For school

The result of this study being beneficial as new insights into learning and teaching Method.

3) For other researchers

Other researchers are expected to get insight and conduct subsequent research about other teaching vocabulary methods.

E. Organization of The Paper

To make a systematic study, it is necessary to classify the structure of this research. This research is divided into five chapters were explain as follows:

Chapter I presented introduction. It consists of background of the study, clarification of key terms, research questions, aim and significances of the study and organization of the paper.

Chapter II explained the literature review which was consists theoretical framework, previous study, conceptual framework and hypothesis.

Chapter III would describe the methodology and deal with the research design, research site and participant, population and sample, variable and indicators of the research, data collection techniques and data analysis

Chapter IV presented the findings and discussions of the study which discusses about the effect of Total Physical Response Method on vocabulary mastery.

Chapter V presented the conclusion and suggestion of the study. In this chapter, the researcher concluded and giving some suggestions related to the research and the limitation of the study.

CHAPTER II

LITERATURE REVIEW

In this chapter the researcher explained the theoretical framework, review of relevant studies, conceptual framework and research hypothesis.

A. Theoretical Framework

This part clearly describes the study's theories, including vocabulary, young learners, and the total physical response method.

1. Vocabulary

According to experts, several meanings and kinds of vocabulary are described below.

a. Definition of Vocabulary

According to scholarly sources, the term "vocabulary" encompasses multiple interpretations. According to Hornby (1995), the concept of vocabulary can be defined as the quantifiable measure of the total number of words inside a particular language, along with a comprehensive compilation of words that possess semantic significance. Vocabulary refers to a compilation of lexemes encompassing individual words, compound words, and idioms (Richard & Schmid, 2002). The term "vocabulary" denotes the compilation of words within a specific linguistic structure that is possessed by each individual speaker of a language (Hatch & Brown, 1995).

Vocabulary is broadly defined as foreign language terms taught by the instructor. This novel vocabulary consists of two or more terms, such as mother-in-law and police station, but has just one definition disclosed (Ur, 1996). From the preceding definition, it can be deduced that vocabulary is a collection of single, compound, and conversational words in a given language.

Ur (1996) argues that vocabulary plays a vital role in language learning, alongside grammar and pronunciation. Vocabulary can be

broadly defined as the set of words that an individual employs, particularly in the context of foreign language instruction (Thombury, 2002). Based on the preceding definition, it may be posited that vocabulary refers to the assemblage of words or lexicon employed by an individual, group, occupation, or field of study as a means of communication.

b. Kind of Vocabulary

Experts claim that there are many different types of language. At the same time, Harmer (2001) proposes that there are just two categories of vocabulary: "First vocabulary" refers to a group of terms that children have been taught, are expected to know, and have learned. The terminology can be put to use or applied. At the same time, the second kind of vocabulary relates to words that pupils can already know when encountering one another but cannot speak. Perceptive and productive vocabulary are the two categories of vocabulary; according to Nation (2001), wise vocabulary is terminology native speakers and non-native pupils can recognize and understand but is hardly ever used. When reading or listening, perceptive vocabulary is typically utilized passively. Productive vocabulary should be considered, which contrasts with perceptive vocabulary by being actively used in both speaking and writing.

In general, the vocabulary that is heard is greater than the vocabulary that is spoken. In contrast, the vocabulary that is read is relatively more significant than the vocabulary that is written. Listening vocabulary, speaking vocabulary, reading vocabulary, and writing vocabulary are the four vocabulary units. A person's listening vocabulary consists of words they hear and understand when conversing with another person, watching television, or listening to the radio. Reading vocabulary consists of words in reading materials, such as newspapers, books, and other materials. A person's speaking vocabulary comprises the words they use in

daily conversation. Then, the vocabulary of writing consists of the words used in essays, letters, reports, and other forms of writing.

c. Vocabulary Mastery

Vocabulary has long been an integral component of English as a foreign language curriculum. Indeed, vocabulary is an integral part of all four English language abilities. Because vocabulary is so important, it should be taught as effectively as feasible in English classes. Vocabulary mastery entails words and their meanings. The instructor should carefully consider which words to teach students. He should select and grade the words based on the level of the students so that they can be readily learned. The vocabulary the children would learn is standard and age-appropriate.

The requirements of generalization (the capacity to define terms) and application (the selection of an appropriate application) can be used to assess vocabulary proficiency. McCarthy (1990) cites Cronbach (1942) as stating that at the time, "vocabulary" was primarily concerned with the first two: generalization and application. In addition, Schmitt and McCarthy (1997:326) suggest that "receptive and productive knowledge may prove to be the only feasible method of measuring vocabulary depth." Receptive knowledge refers to learners' ability to recognize and comprehend words in context. In contrast, productive knowledge refers to words that learners comprehend, can correctly enunciate, and use effectively in speaking and writing. According to Madsen (1983), the purpose of a vocabulary test is to evaluate the understanding and production of words used in speech or writing. According to the definition, a person's vocabulary proficiency can be determined by their capacity to absorb and generate spoken and written words.

2. Teaching Vocabulary

There are some things to pay attention to in teaching vocabulary, such as the problem in teaching vocabulary and the Method of teaching vocabulary.

a. The Problem in Teaching Vocabulary

Clearly, if a person wishes to communicate with another English speaker, he must possess a sufficient vocabulary, as it is a foundational aspect of any language. A person with a large vocabulary is more likely to communicate effectively with others than one with a limited vocabulary. Thornbury (2002) identifies a number of factors that make certain words difficult for students.

- 1) Research indicates that words that are difficult to pronounce are more challenging to learn. For example, Gorgeous, Lecturer, etc.
- 2) Spelling is sound, and spelling mismatches lead to problems in pronunciation or spelling, as well as contribute to the complexity of a word. such as muscular, headache, etc.
- 3) Length and complexity: learning long words is more challenging than learning small ones. Also challenging are the changing stresses of polysyllabic words. Examples include required, necessity, and necessary.
- 4) Meaning. When the meanings of two terms overlap, learners are prone to need clarification. Also, words with numerous meanings, such as because and still, might be challenging for beginners.
- 5) Range: in terms of connotation and idiomatic usage, words used in various settings are typically seen as more superficial than their synonyms with a smaller range. This is more prevalent than skinny, slim, and slander. The connotation of specific terms may also provide an issue. For instance, propaganda has a bad connotation in English, whereas the corresponding term is publicity.

b. Method of Teaching Vocabulary

The transmission of a message consists of the apparatus, environment, and standard methods used. The teacher must comprehend the peculiarities of the students to employ the most effective teaching method. There are some methods employed by Richard and Rodgers (1986) at each stage:

- 1) Method of Grammar Translation. Students were required to translate an entire text word for word and to memorize grammatical principles, exceptions, and extensive vocabulary lists.
- 2) Direct Approach. L. Sauveur is credited with the development of the direct method. He argued that a foreign language could be taught without translation or the use of the learner's native tongue if the meaning was conveyed directly through demonstration and action.
- 3) The audio-lingual method is a language teaching approach that emphasizes the use of auditory and oral skills in language acquisition. The methodology posits that prioritizing oral communication, encompassing speaking and listening skills, should precede the development of reading and writing abilities.
- 4) The Approach of Communicative Language Teaching. This refers to the amalgamation of grammatical and functional instructional approaches. On the other hand, some individuals choose for an alternative approach, wherein they engage in collaborative activities with fellow learners, utilizing the resources at their disposal to tackle problem-solving tasks.
- 5) One widely recognized teaching method in language acquisition is Total Physical Response (TPR). The language teaching approach under consideration is centered on the integration of speech and action, with the aim of instructing language through

physical or motoric engagement.

- 6) The Silent Way method. It is associated with the later paradigm, which perceives education as a process of problem-solving, creativity, and discovery, wherein the student assumes an active role rather than passively listening.
- 7) One approach to language learning is Community Language Learning. Utilizing the counselling metaphor, this study aims to redefine the respective roles of teachers (referred to as counsellors) and learners (referred to as clients) within the context of the language classroom.

3. Teaching English to Young Learners

Teaching young students is a rewarding endeavor that provides these students with invaluable skills as they progress through their education and into their future professions. Teaching English to young learners presents an opportunity to substantially influence the education of children around the world.

a. Definition of Young Learners

Young learner range in age from their first year (5 or 6 years) of formal education to their eleventh or twelfth. Young students have distinct characteristics that set them apart from older students. It should be known and understood by the instructor in order to enhance the quality of the teaching process (Halliwell, 1992). According to Suyanto (2004), Indonesian elementary school students are between the ages of six and twelve. There are two sections, the younger group (ages 6 to 8) and the older group (ages 9 to 12). Group of adolescents (9 to 12 years old). Lower Classes are the students in grades 1, 2, and 3, whereas Upper Classes are those in grades 4, 5, and 6.

Young students have distinct characteristics from older students. They range in age from 5 to 14 years (Pinter, 2006). Due to their limited vocabulary, they need help comprehending abstract concepts

in this day and age. When instructing young students on terminology. As educators, we are all aware of the preparations that must be made prior to entering the classroom, including the creation of a lesson plan and the development of instructional materials. Every instructor teaches English in their unique style, yet their methods are identical to those of their peers.

b. English for Young Learners

The Indonesian government has acknowledged the significance of the English language in the nation's progress, specifically in the endeavor to enhance human capital. Consequently, the government has implemented legislation as a policy measure. Regulation No. 20 of 2003 pertains to the National Education System, while Regulation No. 19 of 2005 concerns the National Education Standard. These regulations function as the foundational framework for all education-related facets of the Indonesian school system.

The decentralization of education in Indonesia has encouraged local governments to make their own decisions regarding the use of a percentage of curricular space and learning hours, which has become known as "local content" (Musthafa, 2010). Due to decentralized decision-making, public interest in English for Young Learners (EYL) has increased over the past decade. This is evidenced by the increasing number of district and local administrations across the nation that provide English instruction to elementary school students.

English is essential for Indonesian pupils, particularly young learners, since acquiring a foreign language at a young age facilitates its acquisition. Because of this, the youngster is in the golden era of learning. Lightbown & Spada (1999) suggested that "... infancy is the best era for developing simultaneous bilingual children owing to the flexibility and immaturity of the child's brain,

which results in enhanced capacity in learning the early sets or units of language". Numerous Indonesian elementary school teachers consider that English is essential for young students and advantageous for their future. There are numerous advantages to beginning language study at an early age. These include the value of additional time, the possibility of enhanced pronunciation and fluency, the possibility of enhanced global awareness and intercultural competence, and the advantage of bilingualism.

4. Total Physical Response

The total physical response is a method of teaching language or vocabulary concepts using physical movement to react to verbal input.

a. Definition of Total Physical Response

James T. Asher describes the complete physical response. TPR believes that people learn best when they actively engage with and comprehend the language they hear. According to Richards and Rogers, "TPR is a method for teaching language based on the synchronization of voice and action; it aims to teach language via physical (motor) activity" (Henning, 1986). According to the comments, the premise of the Total Physical Response Method is that students respond physically after hearing something from the teacher. Total Physical Response (TPR) teaches novice and advanced students to comprehend what a teacher says.

Asher claims that listening before speaking is one of the TPR approach's core ideas. In other words, in the classroom, meaning should take precedence over form. Additionally, stress among pupils needs to be lessened. The goal of Total Physical Response is to get children moving while they listen to and respond to spoken target language instructions from the teacher (Larsen, 1986). TPR attempts to concurrently teach language through speech and physical movement, claims Suhendan (2013). Exercises for the body are instruments for language learning. It resembles how learners pick up

a foreign language.

Widodo (2005) posits that Total Physical Response (TPR) is an instructional approach that involves the integration of speech and physical activity, with the objective of facilitating language acquisition through motor engagement. In essence, Total Physical Response (TPR) centers on the student's aptitude to attentively perceive and effectively react to the instructions provided by their educators. Based on the aforementioned description, it is posited that educators would engage in physical activity within a Total Physical Response (TPR) classroom setting, while students would experience a heightened level of stress during the listening and activity phases prior to engaging in verbal communication. Additionally, Total Physical Response (TPR) is a pedagogical approach employed by educators to facilitate language acquisition, with an emphasis on student-centered instruction. This approach necessitates the utilization of both verbal and physical engagement. The major goal of Total Physical Response (TPR) is to facilitate the teaching of fundamental oral language abilities. The fundamental purpose of Total Physical Response (TPR) is to enhance the communicative abilities of students who face challenges in effectively expressing themselves, hence improving their comprehensibility to others who are native speakers of the language.

b. Principles of Total Physical Response

Larsen-Freeman (2000) suggests many TPR-based teaching-learning process principles on which instructor conduct is based. The following are the guiding concepts of TPR:

- 1) Actions in the target language can convey meaning in the target language. The response from the students prompted a memory.
- 2) The pupils would become fluent in the target language before speaking.
- 3) Initially, students were able to acquire a portion of the language

by simply moving their bodies.

- 4) Students could gain knowledge by observing and replicating actions.
- 5) The efficacy of language acquisition was higher during periods when the learning process was enjoyable.

c. Benefit of Total Physical Response

There are further benefits of the TPR method (Richards & Rodgers, 1986):

- 1) Students can participate actively in teaching-learning by performing the teacher's instruction through their actions.
- 2) Students are able to comprehend the material without difficulty because they practice directly through action.
- 3) Students can develop their speaking abilities since doing the teacher's instructions frequently makes the words easier to understand.

d. Weakness of Total Physical Response

Brown (2000) proposed the weakness of total physical response as follows:

"TPR, like every other Method we've encountered, possessed limitations. It appeared to be particularly effective at the beginning stages of language proficiency, but lost its distinctiveness as learners progressed. After students overcame their reluctance to communicate in a TPR classroom, classroom conversation and other activities proceeded almost identically to those in other communicative language classrooms. In TPR reading and writing activities, students are restricted to reiterating classroom aural work. Attractive was its emphasis on the dramatic nature of language acquisition."

From the statement above, the total physical response was suitable for students as beginners. Still, it needed to be more appropriate for advanced. Additionally, this technique required

assistance in illuminating abstract words. However, the teacher could write the word on paper to help the children understand.

B. Previous Studies

Based on a number of sources related to this research, the researcher presents a number of related previous studies. Here is a comparison between the findings of this study and those of previous research:

The first study was conducted by Ilwana in 2010 and was titled "The Effectiveness of Total Physical Response (TPR) to Improve Students' Vocabulary Mastery in the Seventh Grade of SMP N 3 Ajibarang." The objectives of this study are: (1) to determine if TPR can improve students' vocabulary mastery at SMP N 3 Ajibarang, and (2) to determine if the Method is effective in improving the vocabulary mastery of junior high school students who have been previously unsuccessful. This investigation employed experimental methodology. The participants in this study were all seventh-graders. The data collection instrument was testing (pretest and posttest) and documentation. Researchers conclude that the English vocabulary achievement of the TPR Method-taught group is statistically significant. The population of the research study is comprised of Junior High School students, whereas the researcher chose to examine elementary school students. The study then employs documentation to support the data's conclusion. This study also concentrates on enhancing students' vocabulary comprehension, whereas the researcher focuses on the impact of the TPR method on students' vocabulary comprehension.

The second study was conducted by Nihayatul (2011) and was titled "The Effectiveness of Teaching English Vocabulary Using the TPR Method to Fourth Graders in MI Karangandu-Watulimo." (1) What is the student's vocabulary mastery after being taught with the TPR Method? (2) The significance of the TPR Method's impact on the

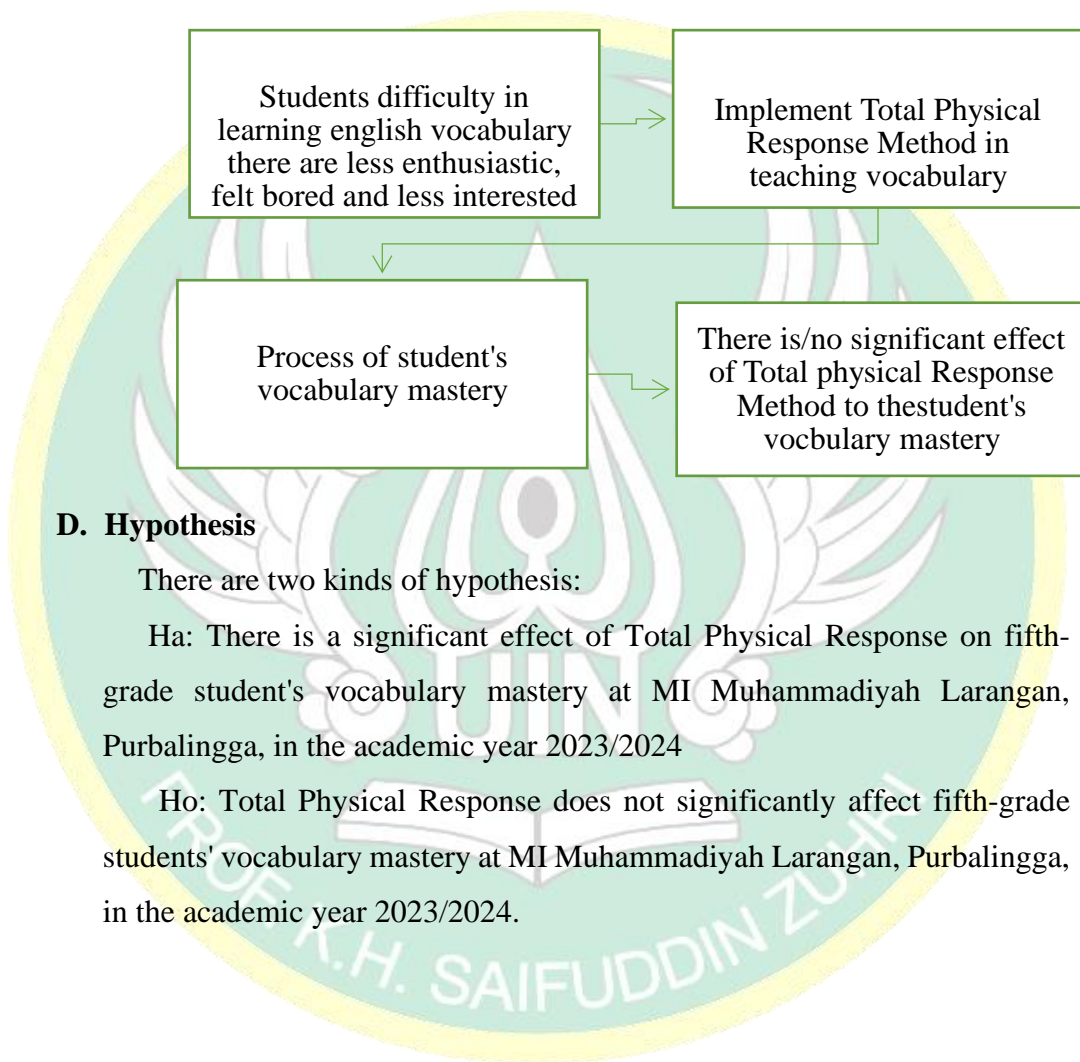
instruction of English vocabulary. The research population consists of one fourth-grade class from MI Karanggandu-Watulimo. This study's research design was an experimental design with a quantitative methodology. This study employed documentation, an interview, and a test, with a t-test used to analyze the data. The result of the study based on the data is an alternative hypothesis (H_0) that describes the impact of the TPR Method on the English vocabulary achievement of students. Then, TPR is an effective method for teaching elementary school students English vocabulary. The difference between these studies and the researcher's is that the study sample consists of only one fourth-grade class. In contrast, the researcher teaches the controlled and experiment classes to two classes of fifth-grade elementary pupils, VA and VB. The study then uses documentation and interviews to acquire data, whereas the researcher used only tests (pretest and posttest).

Sariyati (2012) conducted the third study, which was titled "The Effectiveness of TPR (Total Physical Response) Method in English Vocabulary Mastery of Elementary School Children." The purpose of this study is to determine whether the TPR Method is effective for teaching elementary school students English vocabulary. In order to accomplish the purpose of the study, a quasi-experimental design with a mixed Method was used to collect data via pre- and post-tests. This study's population consists of the two classes of first-year elementary school pupils in Bandung. The conclusion that can be drawn from the research is that the student's vocabulary mastery was substantially enhanced. The population of this study is in first grade, whereas the researcher is in fifth grade of elementary school. The researcher employed a quantitative approach, whereas this study combined quantitative and qualitative methods.

The previous studies above investigated the same problem with this research that was related to the student's vocabulary teaching method. The results of the studies showed that the Total Physical

Response Method effectively teaches vocabulary to students, especially young learners. Hence, researchers are interested in applying the Method for solving the problem found in MI Muhammadiyah Larangan, Purbalingga.

C. Conceptual Framework



D. Hypothesis

There are two kinds of hypothesis:

Ha: There is a significant effect of Total Physical Response on fifth-grade student's vocabulary mastery at MI Muhammadiyah Larangan, Purbalingga, in the academic year 2023/2024

Ho: Total Physical Response does not significantly affect fifth-grade students' vocabulary mastery at MI Muhammadiyah Larangan, Purbalingga, in the academic year 2023/2024.

CHAPTER III METHODOLOGY

In this chapter, the researcher explains research methodology, which includes research design, research site and participant, population and sample, variables and indicators of the research, data collection method, and data analysis method.

A. Research Design

For the purpose of conducting field research, this study uses an experimental methodology and a quantitative approach. By examining the relationship between variables, quantitative research is a technique for testing objective hypotheses. Because it did not include random selection involving two groups (control and experiment), a quasi-experimental design was used to test whether the Total Physical Response (TPR) Method is beneficial in helping elementary school kids master English vocabulary.

As the control and experimental groups were not drawn at random, this study utilized a non-equivalent (pretest and post-test) control group design, a type of experimental research that divided the research samples into two groups. Total Physical Response Method was used to treat the experimental group while leaving the control group untreated. The control and experimental groups were compared following treatment by the researcher (Creswell, 2018). The table below offers a clearer understanding of the design:

Table 3. 1 Research Design

	pretest	treatment	post-test
experimental class	O1	X	O2
control class	O3	-	O4

Where:

O1: Experimental class pretest

X : TPR Treatment

O2: Experimental class post-test

O3: Control class pretest

O4: Control class post-test

B. Research Site and Participants

This study was conducted at MIM Larangan, in Larangan, Pengadegan, Purbalingga, from July until August 2023. The researcher opted to experiment with MI Muhammadiyah Larangan, specifically in grade 5, since their English education focuses more on vocabulary proficiency. Researchers determined that the school was a suitable research location due to the availability of necessary data based on the problems found in MI Muhammadiyah Larangan on the preliminary observation was appropriate with the variable that investigated on this research. In addition, the sheer quantity of students at MI Muhammadiyah Larangan made it easier for researchers to conduct the research. The researcher was interested in determining whether or not teaching English vocabulary using the TPR Method is effective.

C. Population and Research Sample

The population and sample of the research are explained as follows:

a. Population

The population of this study was the fifth-grade students of MI Muhammadiyah Larangan, Purbalingga, in the academic year 2023/2024. There were 54 students and divided into 2 classes, namely V-A and V-B. Then, for each classes consist 27 students.

Table 3. 2 Number of Sample

No	Grade	Number of Sample
1.	V A	27
2.	V B	27
Total Population		54

b. Sample

According to Johnson and Christensen (2000), sample is a group of items drawn from a larger population based on predetermined criteria. The participants in this study were fifth-grade MI Muhammadiyah Larangan students. This investigation employed a technique known as purposive sampling. The purposive sampling technique is the process of selecting a sample without regard to level or area, but rather for a particular purpose based on the student's English daily examination score (Arikunto, 2010). Based on the test results and the teacher's recommendation, the sample was selected on the supposition that the two classes have comparable abilities in English course. This study's sample consisted of fifth-grade students who were divided into two classes: V-A and V-B. For the experiment, class V-A, which consisted of 27 students, was designated as the treatment sample, while class V-B, which also consisted of 27 students, served as the control class.

D. Variable and Indicator of Research

According to Sugiyono (2018), the research variable is an attribute, nature, or value of people, objects, or activities that the researcher varies in order to study and draw a conclusion about.

In this study, there are two variables below:

a. Independent Variable

An Independent variable is those that affect, modify, or cause the dependent variable to exist. In this investigation, "Total Physical Response Method" is the independent variable.

b. Dependent Variable

The dependent variable is the variable that an independent variable influences or produces. This study's dependent variable was the fifth-grade vocabulary proficiency of MI Muhammadiyah Larangan, Purbalingga students.

E. Data Collection Technique

Collecting data as one of the research processes is crucial to its success. It is the process of gathering primary data for a study. Good research is founded on adequate data and proper methods. The researcher collected data using a pre-test and post-test.

a. Test

According to Maulia (2014), the test was used to determine how well something works. The test in this research is divided into two categories; pre-test and post-test. The researcher analyzed the pre-test and post-test data by statistical analysis. The researcher used pre-test and post-test to know the student's first ability in vocabulary and the student's last ability in vocabulary mastery. The test was applied in the experiment class and control class to get the score of the student's achievement of vocabulary knowledge.

1) Pre-test

At the first meeting, a pre-test was administered to determine the students' vocabulary knowledge prior to the experiment. The researcher first prepares a pre-test for the students. The researcher administered 15 short-answer questions to assess students' vocabulary knowledge prior to treatment. The researcher instructed the pupils to collect the pre-test answer sheets as the data. After administering the pre-test, the researcher applied Total Physical Response Method treatment to the class at the following meeting. This examination was administered on Friday, July 28 2023 for experimental class and Wednesday, 26 July 2023 for control class.

Table 3. 3 The Indicators of Pretest

Indicators	Item numbers	Total
Students are able to translate various name of	1,2,3,4,5, 6,7,8,9,10	10

hobby into English		
Students are able to write the suitable name of hobby based on the pictures	11,12,13, 14,15	5

2) Post-test

A post-test is administered after the course of treatment. It was necessary to see how the Total Physical Response Method affected their vocabulary command. After the researcher had finished instructing students in class utilizing the Total Physical Response Method, post-tests were administered. The post-test results were on the answer sheets for the 15 short answer questions that made up the question. For both classes, the post was held on Saturday, August 5, 2023.

Table 3. 4 The Indicators of Post-test

Indicators	Item numbers	Total
Students are able to translate various name of hobby into Bahasa Indonesia	1,2,3,4,5, 6,7,8,9,10	10
Students are able to write the suitable name of hobby based on the pictures	11,12,13, 14,15	5

The researcher checked whether or not the tests have some criteria by using validity and reliability.

1) Validity of the test

Validity is a measurement that indicates the degree of variance or validity of the instruments. The testing of the validity of the instruments was intended to get precise and reliable gauges (Arikunto, 2010) in this research, which conducted two kinds of validation such as face validity and item validity. Face validity was done by expert judgement and stated that the instrument was feasible. Then, item validation was done by pilot testing to the grade level above, grade VI MI Muhammadiyah Larangan, Purbalingga, consisting of 27 students. Then the test results were analyzed using the product moment correlation technique (Pearson) with the formula as follows:

$$r_{xy} = \frac{n (\sum XY) - (\sum X)(\sum Y)}{\sqrt{\{n\sum X^2 - (\sum X)^2\}\{n\sum Y^2 - (\sum Y)^2\}}}$$

Where (Uno & Koni, 2021):

r : Pearson r correlation coefficient

n : number of sample/respondent

$\sum X$: total number of x variables

$\sum Y$: total number of y variables

$\sum X^2$: square of total number of x variables

$\sum Y^2$: square of total number of y variables

$\sum XY$: multiplication result of the total number of variable x and variable y

As for the testing criteria as follows:

If $r_{\text{count}} > r_{\text{table}}$, so the item was valid

whereas if $r_{\text{count}} < r_{\text{table}}$, so the item was not valid.

The result of the validity test carried out using IBM SPSS V.23 software for windows.

Table 3. 5 Result of Pretest Validity

Number of Items	Value of rcount	Value of rtable (n=27, $\alpha=0,381$)	Interpretation
1	0,550	0,381	VALID
2	0,550	0,381	VALID
3	0,611	0,381	VALID
4	0,676	0,381	VALID
5	0,676	0,381	VALID
6	0,460	0,381	VALID
7	0,676	0,381	VALID
8	0,592	0,381	VALID
9	0,611	0,381	VALID
10	0,676	0,381	VALID
11	0,676	0,381	VALID
12	0,429	0,381	VALID
13	0,676	0,381	VALID
14	0,611	0,381	VALID
15	0,676	0,381	VALID
16	0,255	0,381	INVALID
17	0,676	0,381	VALID
18	0,676	0,381	VALID

Based on the validity calculation, one of the 18 questions on the short-answer vocabulary pretest does not meet the validity requirements and is therefore invalid. The number of legitimate items, consisting of 17 short-answer questions, can then be used as a pretest for the experimental and control classes by erasing invalid items.

Table 3. 6 Result of Post-test Validity

Number of Items	Value of rcount	Value of rtable (n=27, $\alpha=0,381$)	Interpretation
1	0,587	0,381	VALID
2	0,587	0,381	VALID
3	0,587	0,381	VALID
4	0,635	0,381	VALID
5	0,635	0,381	VALID
6	0,487	0,381	VALID
7	0,635	0,381	VALID
8	0,455	0,381	VALID
9	0,487	0,381	VALID
10	0,635	0,381	VALID
11	0,635	0,381	VALID
12	0,455	0,381	VALID
13	0,635	0,381	VALID
14	0,587	0,381	VALID
15	0,088	0,381	INVALID
16	0,088	0,381	INVALID
17	0,635	0,381	VALID
18	0,635	0,381	VALID

Meanwhile, the results of the post-test validity indicate that two of the 18 brief answer questions on the vocabulary post-test do not meet the validity criteria or are invalid. The number of valid items comprising 16 short answers can be used as a post-test for the experimental and control groups if invalid items are eliminated.

2) Reliability of the test

Reliability indicates whether an instrument is trustworthy and can be used to collect data with stable test scores.. Reliability indicated the instrument was reliable for data gathering because it

was already good (Arikunto, 2010). The reliability testing used in this research was the alpha Cronbach method with the formula:

$$r_{count} = \left(\frac{k}{k-1} \right) \left(1 - \frac{\sum \sigma_b^2}{\sigma_t^2} \right)$$

Where:

r_{count} : instrument reliability

k : number of items/questions

$\sum \sigma_b^2$: items variant number

σ_t^2 : total of variants

Assumption if $r_{count} > r_{table}$ = reliable, if $r_{count} < r_{table}$ = not reliable with a level of significant 5%.

Table 3. 7 Indicator of Reliability Test

r value	Categories
0,0 < r_{xy} ≤ 0,2	Very low
0,2 < r_{xy} ≤ 0,4	Low
0,4 < r_{xy} ≤ 0,6	Moderate
0,6 < r_{xy} ≤ 0,8	High
0,8 < r_{xy} ≤ 1,0	Very high

(Arikunto, 2006)

With a significance level of 0,05, 27 respondents provided data for the vocabulary material instrument's short answer question, yielding a r_{table} value of 0,381. The following are the findings of reliability tests utilizing the alpha formula conducted using IBM SPSS V.23 software for Windows.

Table 3. 8 Result of Pretest Reliability

Reliability Statistics

Cronbach's Alpha	N of Items
.887	17

Table 3. 9 Result of Post-test Reliability

Reliability Statistics	
Cronbach's Alpha	N of Items
.861	16

According to the aforementioned table, the pretest and posttest vocabulary short answer questions in this research are credible because $r_{count} > r_{table}$. This indicates that the instrument was accurate and that it also displayed very high categories because $0,8 < 0,887 \leq 1,0$ and $0,8 < 0,861 \leq 1,0$.

F. Data Analysis

To analyze the data, the researcher used the test below.

1) Normality test

A normality test was used to determine whether or not the data obtained had a normal distribution. If both classes' data were normally distributed, parametric analysis (independent sample test) would be used to measure the data. In contrast, if the data from both classes were not normally distributed, a nonparametric test would be employed. The Shapiro-Wilk test was used to measure the normality test in IBM SPSS V.23 because the sample size for each class was less than fifty students.

As the testing criteria are as follows:

- a) If $sig.value < 0,05$, it means that H_0 is rejected (the result data from pretest was not distributed normally)
- b) If $sig.value > 0,05$, it means that H_0 is accepted (the result data from pretest was distributed normally)

2) Homogeneity test

A homogeneity test is used to determine whether or not the data from both categories contain the same variation. This study used Levene

Statistic for homogeneity testing, available in SPSS. Here are the criteria for choosing the hypotheses, as follows:

- a) If the signification (p-value) $> \alpha(0,05)$, it means that H_0 was accepted so that the variance of both classes was homogeneous.
- b) If the signification (p-value) $\leq \alpha(0,05)$, it means that H_a was rejected so that the variance of both classes was not homogeneous.

3) Hypothesis Testing

The Paired Samples T-Test is utilized to determine if there is a significant difference between the means of two paired samples. In this study, the paired sample t-test was used to determine whether the Total Physical Response Method influences students' vocabulary comprehension. To answer this question, the paired sample t-test was applied to the pre- and post-test results for the experimental and control groups. To test the hypothesis that there is a significant difference between the post-test of the experimental class (using Total Physical Response Method) and the post-test of the control class (not using Total Physical Response Method), an independent t-test was calculated using the IBM SPSS V.23 for Windows program. This was done to test the hypothesis that there is a statistically significant difference between the post-tests of the experimental and control classes.

The statistical hypothesis can be formulated in the same way as the research hypothesis, which as follows:

$$H_0 : \mu_1 \leq \mu_2$$

$$H_1 : \mu_2 > \mu_1$$

μ_1 = The mean score of experimental class

μ_2 = The mean score if control class

The criteria for hypothesis testing are:

- a) H_0 (null hypothesis) is accepted if t-test (t_0) $< t_{table}$ in significant degree of 0,05. It means that there is no significant effect of using Total Physical Response Method on students' English vocabulary mastery.

b) H₀ (null hypothesis) is rejected if t-test (t_o) > t_{table} in significant degree of 0,05. It means that there is significant effect of using Total Physical Response Method on students' English vocabulary mastery.

4) N-Gain Score Test

The N-Gain Score Test used to determine the scale of effectiveness of using a learning method in research that using control and experimental groups. So, the formula of N-Gain Score could be seen as follow:

$$N\ Gain = \frac{\text{Posttest score} - \text{pretest score}}{\text{Ideal score} - \text{pretest score}}$$

With the effectiveness scale decision making (Hake R, 1999) as follow:

Table 3. 10 N-Gain Category Acquisition

N-Gain Acquisition Category	
Percentage (%)	Criteria
< 40	Ineffective
40 - 55	Less Effective
56 - 75	Effective Enough
> 76	Effective

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher described the findings and discussion of the research.

A. Research Findings

This part explained about the descriptive statistic of pretest and post-test results of the experimental and control class.

1. Data Description

This study employed a quasi-experimental design and was conducted at MI Muhammadiyah Larangan, Purbalingga. The objective of this study was to determine whether or not the Total Physical Response Method has a significant impact on vocabulary mastery among students. It is necessary to compare the results of the pre- and post-tests to determine whether the Total Physical Response Method had any effect.

This study's participants were fifth-grade MI Muhammadiyah Larangan, Purbalingga students. The sampling method employed was purposeful sampling. 27 students from VA served as the experimental class, while 27 students from V B served as the control class. To determine the effect of the Total Physical Response Method, it is necessary to compare the results of the pre- and post-test. The experimental group administered treatment utilizing the Total Physical Response Method, whereas the control group did not.

A pretest and posttest were administered as part of the data collection procedures. The experimental and control classes each received a pretest in the first phase. The experimental class was then administered the treatment. The procedure was carried out four times using the provided supplies. The subject matter adheres to the school's current curriculum. The experimental class received treatment on July 28, 29, and August 4, 5, 2023. The control class, which was held on July 26, 28, and August 2, 4, 2023, was instructed using standard methods without

the use of any special approaches, media, techniques, or strategies. The post-test was given to the experimental and control group following the therapy.

The results of the pretest and posttest were analyzed using IBM SPSS Version 23 for Windows. A paired sample t-test was used to determine the effect of the Total Physical Response Method on students' vocabulary mastery, and an independent sample t-test was used to compare the experimental group to the control group. Then the N-gain score test was used to determine whether the Total Physical Response Method was effective to be applied or not.

2. Treatment Description

This research was conducted at MI Muhammadiyah Larangan, Purbalingga, using a sample of one experimental class (VA) and one control class (VB). The experimental class consists of 27 students, and the control class also consists of 27 students in the academic year 2023/2024. This research used a quasi-experimental design, giving four treatments for the experimental class using Total Physical Response Method and the control class using conventional method. The treatment directly applied to the experimental and control classes were divided into four meetings for each class with material about hobby.

The implementation of treatment as follows:

a. Experimental Class

The VA as experimental class was treated by Total Physical Response method divided into 4 meetings as follows:

1) First meeting

The first meeting was held on Friday, July 28 2023. At the first meeting, students were given a pretest to know the students' knowledge about the material before the treatment. After the pretest, there was still a lot of time left, and the material was about hobby vocabulary in English. In this first meeting, students were taught about the hobby's name and how to pronounce it. Then, the

researcher demonstrated the physical movement to teach the name of hobby vocabulary.

2) Second meeting

The second meeting was held on Saturday, July 29 2023. In the second meeting, the students were treated through Total Physical Response Method. Students learned about the name of the hobby through physical movements that were demonstrated, then they practicing the moves. Learning activities interspersed with songs to make it more interesting. Then, students memorized the vocabulary through physical movement.

3) Third meeting

The third meeting was held on Friday, 4 August 2023. The material at this meeting was the name of the hobbies and how to ask hobby in English. The Total Physical Response was applied through the game 'John Says'. The researcher implemented the game 'John Says' according to the material, and then the students must respond with physical responses.

4) Last meeting

The last meeting was held on Saturday, 5 August 2023. The material for this meeting was to make a sentence about a hobby. The Total Physical Response was applied through the game 'Guess the Move'. In this game, two students demonstrated the movement according to the sentences given about hobbies in front of the class. Then, other students must guess the correct sentence based on the movement that has been demonstrated. After learning, the post-test was given to the student that was required to see the effect of the Total Physical Response Method as a treatment for their vocabulary mastery.

b. Control Class

The VB as control class was treated by conventional method divided into 4 meetings as follows:

1) First meeting

The first meeting was held on Wednesday, 26 July 2023. At the first meeting, students were given a pretest to know the student's knowledge about the material before lesson. After the pretest, there was still a lot of time left, the material about hobby was given by lecturing method. In the first meeting, students were taught about the hobby's name.

2) Second meeting

The second meeting was held on Friday, 28 July 2023. In the second meeting, the researcher together with teacher taught about name of hobby through lecturing method. The student learned about name of hobby and how to pronounce it. Then the students memorize a minimum 5 names of hobby with the meaning individually. After that, teacher asked the students came forward one by one to check their memorization.

3) Third meeting

The third meeting was held on Wednesday, 2 August 2023. The material at this meeting was about how to ask hobby that given through lecturing method. The students learned how to ask hobby in English material that has been written on the whiteboard, then the students take notes in their book. After that, the students do some exercise in the form of short answer question about how to ask hobby.

4) Last meeting

The last meeting was held on Friday, 4 August 2023. The material for this meeting was to make a sentence about hobby that given through lecturing method. The students asked to make 3 sentences about hobby in English. Then, question and answer session applied in order to know the student's understanding related to the material. Then, the post-test given after the learning process was finished.

3. Result Data of Pretest and Post-test

There was the result of the pretest and post-test from the experimental class and control class as follows:

a. Pretest and Post-test Data in Control Class

The class VB of MI Muhammadiyah Larangan, Purbalingga served as the research project's control class during the entirety of the research. Additionally, this class was given a pretest in the initial learning phase. Twenty-seven students were taught the vocabulary of the hobby with the conventional method. The dates July 26, 28 and August 2, 4, 2023, were chosen for the teaching and learning process during the control class. After the teaching section of the process was finished, a post-test was carried out. Table 4.1 displays this class's score before and after taking the pretest and post-test.

Table 4.1 The Score of Pretest and Post-test in Control Class

No	Students' Label	Pretest	Post-Test
1	Student 1	60	65
2	Student 2	60	70
3	Student 3	65	75
4	Student 4	60	80
5	Student 5	70	75
6	Student 6	65	70
7	Student 7	55	60
8	Student 8	70	75
9	Student 9	65	85
10	Student 10	65	75
11	Student 11	55	70
12	Student 12	50	65
13	Student 13	70	75
14	Student 14	45	65

15	Student 15	50	80
16	Student 16	60	65
17	Student 17	60	70
18	Student 18	55	75
19	Student 19	55	70
20	Student 20	65	80
21	Student 21	60	80
22	Student 22	45	75
23	Student 23	60	70
24	Student 24	55	60
25	Student 25	50	65
26	Student 26	55	70
27	Student 27	55	75
SUM		1575	1935
Mean Score		58,33	71,66
Min		45	60
Max		70	85

It was clear from the data in Table 4.1 that out of the 27 students that participated in the class, the mean score on the pretest was 58,33, whereas the mean score on the post-test was 71,66. On the pretest, 45 was the minimum score, while 70 was the most possible. On the other hand, the minimum score on the post-test was 60, and the maximum score was 85.

b. Pretest and Post-test Data in Experimental Class

The experimental class of this study was class VA of MI Muhammadiyah Larangan, Purbalingga. Twenty-seven students were instructed in the subject of the vocabulary of the hobby by using Total Physical Response Method, which was implemented in the classroom setting.

Table 4. 2 The Score of Pretest and Post-test in Experimental Class

No	Students' Label	Pretest	Post-Test
1	Student 1	70	85
2	Student 2	50	75
3	Student 3	65	85
4	Student 4	55	80
5	Student 5	75	95
6	Student 6	70	85
7	Student 7	70	90
8	Student 8	60	75
9	Student 9	50	80
10	Student 10	75	95
11	Student 11	60	75
12	Student 12	70	85
13	Student 13	50	85
14	Student 14	45	75
15	Student 15	75	100
16	Student 16	60	85
17	Student 17	55	75
18	Student 18	65	85
19	Student 19	70	90
20	Student 20	65	80
21	Student 21	60	80
22	Student 22	65	80
23	Student 23	55	80
24	Student 24	70	90
25	Student 25	55	80
26	Student 26	50	75

27	Student 27	40	70
SUM		1650	2235
Mean		61,11	82,77
Min		40	70
Max		75	100

It is also clear from data presented in Table 4.2 that out of the 27 students that participated in the class, the mean score on the pretest was 61,11, whereas the mean score on the post-test was 82,77. On the pretest, a score of 40 was the bare minimum, while 75 was the most possible. On the other hand, the minimum score required to pass the post-test was 70, while the highest score was 100.

According to the two tables above, the experimental and control classes both had an increase in their average scores. On the other hand, the score for the experimental class increased by a significantly greater range than the control class. This is demonstrated by the difference in the range points acquired by the two groups. The control class went from 58,33 to 71,66, an improvement of 13,33 points, whereas the experimental class went from 61,11 to 82,77, an improvement of 21,66 points.

4. Data Analyses

This part explains the data testing analyses as follows:

a. Testing Requirement

In this research, the normality test was performed to determine whether or not the data was normally distributed. Then the homogeneity was performed to determine whether or not the data was homogeneous. The data was analyzed by using IBM SPSS V.23 for Windows.

1) Normality Test

The normality test was conducted to determine whether the two classes' data was normally distributed. The Shapiro-Wilk was used to do the normality test. IBM SPSS V.23 was used to analyze the data.

According to Sugiono (2012), the hypothesis for the normality test formulated as follows:

H_0 : the data are normally distributed.

H_a : the data are not normally distributed.

Normality test criteria are as follow:

H_a is accepted if $sig. \alpha > 0,05$

H_a is rejected if $sig. \alpha < 0,05$

The result of the test can be seen as follows:

Table 4. 3 Normality Test of Pretest

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
EXPERIMENTAL CLASS	.153	27	.107	.943	27	.142
CONTROLL CLASS	.151	27	.119	.942	27	.139

a. Lilliefors Significance Correction

In Table 4.3, the result of the experimental class showed that the data was normally distributed. $p \geq \alpha$ ($0,142 \geq 0,05$). Also, the result of control class showed that the data was normally distributed $p \geq \alpha$ ($0,139 \geq 0,05$). Checking the scores of p can be done by looking at the sig. in the Shapiro-Wilk columns table.

Table 4. 4 Normality Test of Post-test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
EXPERIMENTAL CLASS	.154	27	.099	.950	27	.215
CONTROLL CLASS	.186	27	.017	.941	27	.132

a. Lilliefors Significance Correction

In Table 4.4. can be seen that the result of the experimental class presented that the data was normally distributed after receiving treatment, with a significance level of that $p \geq \alpha$ ($0,215 \geq 0,05$). Meanwhile, the result of control class presented that the data also normally distributed as shown by the fact that $p \geq \alpha$ ($0,132 \geq 0,05$). In the table of Shapiro-Wilk, The scores of p can be verified by the use of the sig column.

2) Homogeneity Test

The homogeneity test aimed to determine whether a variance from two or more data groups was homogeneous. This homogeneity test was used to determine whether the variance of the post-test data of both classes was homogeneous. The result of the homogeneity test was computed through the Levene statistic test; the findings are provided as follows:

Table 4. 5 Result of Homogeneity Test

		Test of Homogeneity of Variance			
		Levene Statistic	df1	df2	Sig.
LEARNING RESULT	Based on Mean	.570	1	52	.454
	Based on Median	.355	1	52	.554
	Based on Median and with adjusted df	.355	1	48.641	.554
	Based on trimmed mean	.554	1	52	.460

Based on the Table 4.5, that was known the significance value sig. based on mean was $0,454 > 0,05$. The value can be said that the variance of two groups was the same or homogeneous.

b. Statistical Hypothesis

This part explained the data result of the paired sample t-test and independent t-test of the experimental and control classes.

1) Paired Sample T-test of Control Class

A paired sample t-test was carried out to determine whether or not there was a significant difference in the level of vocabulary mastery demonstrated by the students in the experimental class

who taught by using the Total Physical Response Method to the students in the control class who used the conventional method.

In the following table, we found the results of the paired sample t-test that was performed on the control class that calculated by IBM SPSS V.23 for Windows as follow:

Table 4. 6 result of Paired Sample Statistic in control Class

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRETEST CONTROLL	58.3333	27	6.93375	1.33440
	POSTEST CONTROLL	71.6667	27	6.20174	1.19352

The descriptive analysis of the processed data was carried out in detail in Table 4.6 with the matched sample statistic. According to the data in the table above, the mean score on the pretest for the control class was 58,33, whereas the mean score on the post-test was 71,66. The value of N Indicates the total number of participants that was 27. The standard or risk was determined by comparing the pretest and pos-test of the control group's standard deviation, which was 6,933 in the pretest and 6,201 in the post-test. It was determined with the aid of standard error mean how accurately the average values derived from the sample data could represent the values of the population means for each variable. The standard error mean was 1,334 for the control class in the pretest, while it was only 1,193 for the control class in the post-test. The standard error mean can be ignored because the data have a normal distribution. Given the difference in mean scores between the pretest and post-test for the control class, it was reasonable to believe that the post-test on the data was more reliable than the pretest.

Table 4. 7 Result of Paired Sample T-test in Control Class

Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	PRETEST CONTROLL - POSTEST CONTROLL	-13.33333	7.46788	1.43719	-16.28753	-10.37914	-9.277	26	.000

Based on Table 4.7, the mean of the paired differences was shown to be -13,333. This value represented the difference between the control class's pretest and post-test average results, which might be found in the table above. It could be written out as $(58,33 - 71,66 = -13,333)$, and the differences were between -16,287 and -10,379 (95% confidence interval of the difference lower and upper). Because the mean value of the post-test results was higher than the mean value of the pretest results, the tcount value was negative, and its value was -9,277. This negative tcount value resulted from the output table shown above, indicating that the mean value of the post-test result was higher than the mean value of the pretest result. In a scenario such as this one, a negative tcount can be considered beneficial. Therefore, the value of the tcount variable was 9,277. The next step was to use the found of the ttable function, which searched the ttable using the df and significance values (α). To locate the ttable inside the distribution of the t statistical table, the value of df 26 and the significance value of 0,05 were used. The next step was to check the value of the ttable based on the df 26 and the value of 0,05; the ttable should be 2056.

2) Paired Sample T-test of Experimental Class

Table 4. 8 Result of Paired Sample T-test of Experimental Class

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	EXPERIMENTAL PRETEST	61.11	27	9.740	1.875
	EXPERIMENTAL POSTEST	82.78	27	7.250	1.395

The result of the Paired Sample Statistic was displayed in the experimental class table in Table 4.8. They displayed the descriptive value of each variable included in the paired sample. In the experimental class, the mean score on the pretest was 61,11, whereas the mean score on the post-test was 82.78. The value of N might be as high as 27. It indicated the amount of data. The amount of risk was determined by comparing the pretest of the experimental class, which had a standard deviation of 9.740, to the post-test of the experimental class, which had a standard deviation of 7.250. it was determined with the aid of standard error mean how accurately the average values derived from the sample data could estimate the values of the population means for each variable. The mean of the standard error for the experimental class pretest was 1.875, but the mean for the experimental post-test was 1.395. The standard error mean can be ignored because the data have a normal distribution. Given the difference in mean scores between the pretest and post-test in the experimental class, it was safe to assume that the post-test on the data was more accurate than the pretest.

Table 4.9 The Result of Paired Sample T-test Experimental Class

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	EXPERIMENTAL PRETEST - EXPERIMENTAL POSTEST	-21.667	5.547	1.068	-23.861	-19.472	-20.296	26	.000

Based on Table 4.9 above, the average matched difference was -21.667. This number represented the change in the class's average score from the pretest to the post-test, which was taken in the experimental class. It can be represented as $(61.11 - 82.78 = -21.667)$, and the difference can range from -23.861 to -19.472 (the 95% confidence interval of the difference's lower and upper). Because the mean value of the post-test findings was higher than the mean value of the pretest result, the tcount value was known to be negative, specifically -20.296, and this negative value of tcount was the outcome of the output table that was shown before. In a scenario such as this one, a negative tcount can be considered beneficial. The result of this was that the value of the tcount was 20.296. the next step was to use the found of the ttable operation, which searched the ttable using the df and significance values (α). To locate the ttable inside the distribution of the t statistical table, the value of df 26 and the significance value of 0.05 was used. The next step was to check the value of the ttable based on the df 26 and the value of 0.05; the ttable should be 2056.

3) Independent Sample T-test of Pretest

To determine whether or not there was a statistically significant difference in mean between the two groups, a

comparison of two unpaired samples was carried out using the independent sample t-test.

Table 4. 10 Result of Group Statistic of Pretest

Group Statistics

CLASS		N	Mean	Std. Deviation	Std. Error Mean
PRETEST	CONTROL	27	58.33	6.934	1.334
	EXPERIMENTAL	27	61.11	9.740	1.875

According to Table 4.10 above, the data of the pretest that was just presented could deduce that the mean score on the pretest for the control class was 58.33, while the mean score for the experimental class was 61.11. The mean differences between the two groups have been somewhat distinct. Because both classes were considered to be of the same level or share similar characteristics, it was reasonable to anticipate that they had comparable success in vocabulary mastery. N indicates the quantity of data, which was 27 in the control and 27 in the experimental class. In the pretest of the control group's data, the standard deviation, which was used to quantify the amount of risk, was 6.934, while in the pretest of the experimental group was 9.740. it was determined with the use of standard error mean how accurately the average data derived from the sample data of each variable could indicate the means of population. The mean of the standard error for the control class was 1.334, while the mean for the experimental class was 1.875.

Table 4. 11 Result of Independent Sample of Pretest

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
PRETEST	Equal variances assumed	4.540	.038	-1.207	52	.233	-2.778	2.301	-7.395	1.839
	Equal variances not assumed			-1.207	46.967	.233	-2.778	2.301	-7.407	1.851

In the output table of the Independent Sample T-test of the Pretest in Table 4.11 above, the column “Mean Difference” was equal to -2.778. This value indicated the differences between the control class and the experimental class’s average pretest scores, which were $58.33 - 61.11 = -2.778$, and the differences were -7.395 to -1.839 (95% Confidence Interval of the Difference between Lower and Upper). A negative value in the tcount was not considered an error. This negative tcount, on the other hand, can be explained by the fact that the control group’s pretest result, on average, scored lower than the experimental group's. In the decision-making process, an independent sample t-test was performed by comparing the tcount and the ttable; if the value of the tcount was positive, then the decision was made correctly. As a result, the value of the tcount was transformed into 1.207.

4) Independent Sample T-test of Post-test

The mean table displayed the average value of each variable and was based on the group statistic of the post-test table that was presented on the Table 4.12 below:

Table 4. 12 Result of Group Statistic of Post-Test

Group Statistics

CLASS		N	Mean	Std. Deviation	Std. Error Mean
POSTEST	CONTROLL	27	71.67	6.202	1.194
	EXPERIMENTAL	27	82.78	7.250	1.395

The data presented in the table that can be found above showed that the average score on the post-test for the control class was 71.67, while the average score for the experimental class was 72.50. Therefore, this indicated that the learning outcomes in the experimental class regarding learning vocabulary were higher than in the control class. N indicated the quantity of data, which was 27 for both the control and experimental class. The standard deviation measured the level of risk, and the post-test for the control class had a value of 6.202, while the post-test for the experimental class had a value of 7.250. It was determined with the standard error to mean how accurately the average data derived from the sample data of each variable could represent the means of the population. The mean of the standard error for the control class was 1.194, while the mean for the experimental class was 1.395. The data obtained from the post-test, as measured by the mean score, were more accurate than those obtained from the pretest.

Table 4. 13 Result of Independent Sample Post-Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
POSTEST	Equal variances assumed	.570	.454	-6.051	52	.000	-11.111	1.836	-14.796	-7.427
	Equal variances not assumed			-6.051	50.781	.000	-11.111	1.836	-14.798	-7.425

In the output table of the Independent Sample T-test of the post-test in Table 4.13 above, the column “Mean Difference” was equal to -11.111. The value -11.111 may be found in the

“Mean Difference” column of the output table for the Independent Sample T-test performed on the post-test. This value represented the Difference, in terms of the average post-test scores, between the control class and the experimental class and could be represented as $71.67 - 82.78 = -11.111$, and the Difference was -14.796 to -7.427 (95% Confidence Interval of the Difference Lower and Upper). A negative value in the tcount was not considered an error. This negative tcount was still caused by the fact that the average value of the post-test findings in the control class was lower than that in the experimental class. In the decision-making process, an independent sample t-test was performed by comparing the tcount and the ttable. If the tcount value was positive, the decision was taken correctly. As a result, the value of the tcount has been turned into 6.051.

5) N-Gain Score Test

The n-Gain Score test was carried out to determine the effectiveness of the total physical response applied to the treatment in the experimental class. The data of the N-gain Score Test was calculated through IBM SPSS V.23 for Windows and displayed in Table 4.14 below.

Table 4. 14 Result of N-Gain Score Test

N-Gain Score Calculation Results			
Respondent	Control Class	Respondent	Experimental Class
	N-Gain Score (%)		N-Gain Score (%)
1	12.5	1	83.33
2	25	2	70
3	28.57	3	71.43
4	50	4	55.56
5	16.67	5	80
6	14.29	6	50

7	11.11	7	66.67
8	16.67	8	37.5
9	57.14	9	71.43
10	28.57	10	80
11	33.33	11	55.56
12	30	12	50
13	16.67	13	50
14	36.36	14	72.73
15	60	15	100
16	12.5	16	62.5
17	25	17	88.89
18	44.44	18	57.14
19	33.33	19	66.67
20	37.5	20	88.89
21	50	21	87.5
22	54.55	22	42.86
23	25	23	87.5
24	11.11	24	66.67
25	30	25	72.73
26	33.33	26	57.14
27	44.44	27	50
MEAN	31.04	MEAN	67.5
MIN	11.11	MIN	37.5
MAX	60	MAX	100

Based on the result table of the N-Gain score above, it was shown that the average/mean score in the control class was 31.04, while the average/mean score in the experimental class was 67.5. Then, the minimum score in the control class was 11.11, and in the experimental class was 37.5. The maximum

score in the control class was 60, while the score in the experimental was higher than the control class, which was 100.

B. Discussions

1. The effectiveness of the Total Physical Response Method on students' vocabulary mastery

Based on an analysis of the collected data, the purpose of this study was to determine whether the use of a total physical response method had a significant impact on the level of vocabulary mastery attained by fifth-grade pupils at MI Muhammadiyah Larangan, Purbalingga. The purpose of the Paired Samples T-test was to determine whether or not there was a statistically significant difference in the results students obtained after learning vocabulary items both before and after receiving a treatment involving a total physical response method. The paired sample statistic was employed to characterize the descriptive analysis conducted on the processed data. The average score on the pre-test for the control group was 58.33, while the score on the post-test was 71.66, as presented in the mean table. N denoted the number of data collected from the control group, which could be as high as 27 respondents.

The average (mean) pre-test score for the experimental class was 61.11, and their post-test score was 82.78, according to the table of matched sample statistics. There were 27 points of data. The standard deviation of the pre-test was 9.740, while the standard deviation of the post-test was 7.250. According to the explanation of the two statistical tables of the paired sample t-test conducted in both the control and experimental classes, the mean scores of both classes were nearly identical prior to the pretest (58.33 and 61.11, respectively). This was demonstrated by the fact that the values of both classes were 58.33 and 61.11, respectively.

From the mean scores on the pre- and post-test, one can conclude that there was a difference. It was evident that the control group increased

by 13.33 points overall. During this time, the experimental class increased by 21.67 points. In other words, the mean scores for both classes increased, and the difference in mean scores between the two classes was 8.34, indicating that the experimental class had a higher mean score than the control class. In conclusion, the complete physical response method for expanding students' English vocabulary was more effective than other methods. In accordance with Linse (2005), complete physical response posits that individuals learn best when actively engaged and comprehending what they hear. The complete physical response method then aids students in remembering the vocabulary provided by the instructor and makes the teaching and learning process more engaging. Therefore, the total physical response approach is innovative.

Through the use of the Paired Sample T-Test, it was demonstrated that the descriptive analysis's results were in line with the statistical hypothesis. One can infer that H_a was accepted whereas H_0 was not since both the experimental and control classes both received a significance level of 0.000 0.05 for the two-tailed Test. The experimental and control classes, which did not get the treatment, had significantly different average scores before and after the intervention.

According to Widiyanto (2013), the independent sample t-test was used to determine whether there was a significant difference between the post-tests of the experimental class (using the total physical response method) and the control class (using the conventional method) after the experiment. The two variances were found to be homogenous in the Independent Sample T-Test pretest result, where the value of Sig. Levene's Test for equality of variances was $1.207 > 0.05$. As a result, the value from the "Equal Variance Assumed" table served as the basis for the pretest analysis, and H_a was disregarded based on the independent t-test due to the value of Sig. (2-tailed) being higher than 0.05. As a result, there was no distinction between the control and experimental classes'

average pretest results. The data analysis outcome may be stronger if t_{count} and t_{table} were compared. T_{count} was 1.207 in value. t_{table} was created using $df=52$ and a 0.05 alpha. As a result, t_{count} had a value of 1.207 t_{table} 1.675. Inferring that there was no difference between the control and experimental classes' average pretest scores, it can be concluded that H_a is rejected.

In addition, the result of the Independent Sample T-Test in the post-test, which determined the value of Sig. Levene's Test Equality of Variances, was $0.454 > 0.05$, indicating that the data variance between the control and experimental classes was identical. Consequently, the post-test analysis was governed by the value from the "Equal Variances Assumed" table. Based on the Sig. (2-tailed) value of 0.000 < 0.05 in the independent sample t-test, it can be concluded that H_a was accepted. The average post-test scores of the control and experimental classes indicate a difference. The conclusion of the data analysis was supported by a comparison of t_{count} and t_{table} . The t_{count} for the Independent Sample T-Test of the post-test was 6.051. t_{table} was generated using $df=52$ and $\alpha=0.05$. Therefore, t_{count} was greater than t_{table} : $6.051 > 1.675$. According to the conclusion, H_a was acceptable. This indicated that there was a difference between the average post-test scores of the control group and the experimental group.

Additionally, the N-Gain Score Test criteria listed in Table 3.10 can be used as a guide to identify the type of N-Gain acquisition. According to Table 4.14's analysis of the N-Gain results, the control class's average score while using the conventional approach was 31.04, or 31%. This indicates that the control class's N-Gain Score was ineffective. The average score for the experimental class using the whole physical response technique was 67.5, or 67%, indicating that the class's N-Gain score was sufficient. According to the statistics, the entire physical reaction strategy was sufficient to help pupils master language.

Comparing the t_{count} to the t_{table} revealed a statistically significant

difference between the pretest and posttest in both the control and experimental groups. It was evident that the experimental group had more cases of significant difference or effect than the control group. It was possible to conclude that the class of students who received total physical response as a method for learning vocabulary had a greater effect than the class who did not receive any treatment (conventional method), despite the fact that there was a modest increase. In accordance with this, Sariyati (2012) demonstrated that Total Physical Response Method was implemented in the teaching of vocabulary, with the result being a significant improvement in students' vocabulary mastery.

This study discovered that using complete physical response as a method for learning vocabulary made students enthusiastic and interested in vocabulary learning. It is evident in their attentiveness and participation during the lectures; they became more engaged. It supported a significant difference in vocabulary test scores among students. According to Richard and Rodgers' (1986) theory, students can be active in teaching and learning because they use their actions to carry out the teacher's instruction. Through Total Physical Response Method, students passively receive the language and actively demonstrate it through movement practice, thereby enhancing their ability to recall the words more quickly. The total Physical Response Method made students feel more engaged and enthusiastic about participating in classroom activities, and gave them a thrilling vocabulary-learning experience.

Effect of using the Total Physical Response Method as a method on students' vocabulary mastery revealed that it led to increases in students' vocabulary mastery, which was the primary objective of the study. The experimental cohort, which was treated with the total physical response method, demonstrated a significant post-test score. It was connected to the theory proposed by Asher (2003), who asserted that the Total Physical Response Method assisted students in acquiring a target language rapidly by engaging them in stressful situations and enjoyable

activities. This method increased student enthusiasm because it made them feel more interested in learning vocabulary and more joyful. It was related to Richard and Rodgers's (1987) theory that pupils learn more when relaxed. This is the reason why the English vocabulary of the student investigated in this study improved significantly. Based on the results of this study, it can be concluded that the Total Physical Response Method is effective and suitable for elementary school children to learn English, particularly English vocabulary, because it makes learning English more enjoyable, exciting, and fascinating.



CHAPTER V

CONCLUSION, LIMITATION AND SUGGESTION

In this chapter, the researcher explained conclusion, limitation and suggestion of this research.

A. Conclusion

This study aimed to investigate the effectiveness of the total physical response method on students' vocabulary mastery of fifth-grade MI Muhammadiyah Larangan, Purbalingga, in the academic year 2023/2024. The data were collected by calculating the difference between pretest and posttest mean scores using IBM SPSS V.23 for Windows after a comparison was made. When the findings of the experimental and control classes were compared, it was shown that the use of total physical response had a significant effect on vocabulary mastery. Based on the pretest and post-test score result, the mean score on the experimental class pretest was 61.11, whereas the mean score on the post-test was 82.77. then, the mean score on the control class was 58.33, whereas the mean score on the post-test was 71.66. Even though both classes saw their values increase, the value of the experimental class was significantly higher than the control class. According to the data, the experimental class value increased up to 21.66 that was higher than value of control class increased only 13.33. Because the both classes's value were increased, so the N-gain Score Test was conducted in order to know whether the Total Physical response method was effective on students' vocabulary mastery or not.

Based on the result of the research discussed in the previous chapter, there was an obvious gap in the vocabulary mastery level between students who used the total physical response method and those who did not use the total physical response method at fifth-grade MI Muhammadiyah Larangan, Purbalingga—the findings of the pretest and posttest comparison of the experimental and control classes in the T-test. In addition, the value of the tcount was more than the value of the T_{table} ($6.051 > T_{table} 1.675$) with 52

degrees of freedom and a significance level of 0.05. To put it another way, the level of significance ($0.000 < 0.05$) was lower than the probability (Sig.2-tailed), which was lower than that. Given that T_{count} was more than T_{table} and the p was less than 0.05, it was reasonable to believe that the null hypothesis positing that there was no difference has been refused. Moreover, the n -gain score test result in the control class was 31%, and in the experimental class was 67%. The result means that based on the criteria of N -gain acquisition table, the score of the control class that used the conventional method was $31\% < 40\%$, that means ineffective. Meanwhile, the score of the experimental class that used the total physical response method was $56\% < 67\% < 75\%$, that means effective enough on teaching English vocabulary.

After conducting the total physical response method to teach vocabulary, posttest scores were considerably different from the pretest score. This was demonstrated by the fact that this outcome, teaching English using Total Physical Response Method can increase students' English vocabulary and also make students enthusiastic and interested in learning. In other words, it was appropriate for the students to learn vocabulary through the total physical response method.

B. Limitation

This study has a number of limitations, most of which derive from the constrained time frame in which it was conducted. The study was constrained by the need to adhere to the allotted time, which imposed certain restrictions on the investigation. In particular, the research involved only four meetings that were not solely devoted to vocabulary materials. Therefore, the treatment was not completely optimized and a longer period of time would have been advantageous.

C. Suggestion

Assuming the findings of the research that has been done were taken into consideration, the following suggestions could be made:

1. For the teacher

The researcher intended the teacher to employ a strategy or technique to increase the students' interest and enjoyment in the teaching and learning process. The teacher would also set up the class in a relaxed setting so that the students would still want to learn without feeling pressured to, and the teacher would use an appropriate strategy to encourage student participation in the classroom.

2. For the students

The students would pay attention to the guidance of the teacher. Given the simple implementation of the total physical response method in learning, the approach's effectiveness depends on the learners. Students were better at letting them enjoy the learning process.

3. For school

A total physical response method could be implemented into English classes and then expanded to other academic areas. A method known as a total physical response can be used to raise students' interest and help students memorize vocabulary easily.

4. For the other researchers

The research briefly discussed a few of the various aspects. As a result, it was suggested that other researchers conduct a discussion utilizing same components in a subject comparable to the one investigated here.

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APPENDICES

Appendix. 1. Instrument's Validity Sheet

Expert 1

SURAT KETERANGAN VALIDASI INSTRUMENT PENELITIAN

Yang bertanda tangan dibawah ini:

Nama : Windharyati Dyah Kusumawanti, M. A., M. Pd

Jabatan : Dosen

Instansi : UIN Prof K.H Saifuddin Zuhri Purwokerto

Setelah membaca, menelaah, dan mencermati instrumen penelitian berupa soal tes yang akan digunakan untuk penelitian berjudul "The Effectiveness of the Total Physical Response (TPR) Method on Vocabulary Mastery (A Quasi Experimental Study at the Fifth Grade of MI Muhammadiyah Larangan, Purbalingga) in the Academic Year 2023/2024" yang dibuat oleh:

Nama : Claire Ifhanatasha Febian

NIM : 1917404008

Prodi : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

Dengan ini menyatakan instrumen tersebut,

- Layak digunakan
 Layak digunakan dengan revisi
 Tidak layak digunakan

Catatan (bila perlu)

feedback sudah di-follow-up dengan baik.

Demikian keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Purwokerto, 24 Juli 2023
Validator,


Windharyati Dyah
Kusumawanti, M.A., M. Pd

Expert 2

SURAT KETERANGAN VALIDASI INSTRUMENT PENELITIAN

Yang bertanda tangan dibawah ini:

Nama : Bangkit Rikza Utami, S. Pd

Jabatan : Guru

Instansi : MI Muhammadiyah Larangan

Setelah membaca, menelaah, dan mencermati instrumen penelitian berupa soal tes yang akan digunakan untuk penelitian berjudul **“The Effectiveness of the Total Physical Response (TPR) Method on Vocabulary Mastery (A Quasi Experimental Study at the Fifth Grade of MI Muhammadiyah Larangan, Purbalingga) in the Academic Year 2023/2024”** yang dibuat oleh:

Nama : Claire Ifhanatasha Febian

NIM : 1917404008

Prodi : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

Dengan ini menyatakan instrumen tersebut,

- Layak digunakan
- Layak digunakan dengan revisi
- Tidak layak digunakan

Catatan (bila perlu)

.....
.....
.....

Demikian keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Purwokerto, 26 Juli 2023
Validator,



Bangkit Rikza Utami, S. Pd

Appendix. 2. Daily Examination Score of VA and VB

No	KELAS V A		KELAS V B	
	Nama	UH 1	Nama	UH 1
1	Ahlul Ibad Syaikhul Huda	83	Adelia Nailatul Izzah	95
2	Ahnaf Navisa Fujiyama	90	Adityas Hasanova	80
3	Alif Sidik Setiawan	83	Almira Zakia Azzahra	83
4	Arfa Puji Ayundya	95	Alvito Fajrian Fathoni	93
5	Arka Aidan Mahardika	85	Anggita Nur Wahyu Diana	85
6	Asifa Salsabila Hafshah	85	Anindia Ayu Febriani	83
7	Azizah Nur Alifa	87	Dea Putri Lestari	85
8	Azka Ainaya Nur Azizah	85	Destara Maura Sifarani	87
9	Devan Rafkadhia Lesmana	83	Fadilah Putri Widyatama	83
10	Devita Suci Mulyani	83	Fatan Fatikurrozaq	80
11	Erlangga Rezka Praharwiko	83	Hartin Pamela	85
12	Galih Diantoro	80	Karaisa Naraya Triatmojo	83
13	Gendis Nafisa Azkiya	80	Marsel Prasetyio	80
14	Hanif Ahza Musyaffa	93	Muhammad Dava Arrisky	97
15	Hanin Farah Mumtazah	83	Muhammad Zidan Arfani	85
16	Hanni Nadhifa Rahma	83	Mutiara Aulia Veren	87
17	Hanum Mahdiyatu S	85	Nafisa Nur Azizah	80
18	Husna Eshakina Zahra	97	Nasya Carissa Putri	85
19	Keysa Aqila Izzati	85	Nur Azizah	85
20	Khansa Janneta Dewi	80	Pandu Fhatur Rohman	80
21	Latif Arsy Alfaro	83	Prahita Cahaya Lintang K	80
22	Muammar Hanan	85	Rafiandra Aqila Purtra N	83
23	Nafisha Muazara	83	Rayyis Tarish Taly	95
24	Nikesha Anindita A	85	Rizq Atha Rayyaa Zaidan	80
25	Raisa Nurmeika	90	Sahira Teresna Diya	87
26	Sabilah Syifa Anindya	80	Saskia Oksa Ambarwati	90
27	Yanwa Iqbal Dhia	83	Sulthon Nadine Anindyawati	85
	SUM	2297	SUM	2301
	Mean	85.0741	MEAN	85.2222

Appendix. 3 Instrument Test of Pretest and Post-test

Instrument of Pretest

Name:

Class:

score

Petunjuk:

1. Tulislah nama lengkap dan kelas Anda dalam kolom yang disediakan di atas.
2. Bacalah petunjuk masing-masing soal dengan seksama sebelum menjawab.
3. Isilah jawaban sesuai dengan petunjuk masing-masing soal dengan benar.
4. Gunakan pensil dalam menuliskan jawaban pada lembar yang telah disediakan.
5. Periksa Kembali seluruh jawaban sebelum dikumpulkan.

A. Translate the words in the parentheses into English with the answers in the box!






(Terjemahkan kata-kata dalam tanda kurung ke dalam Bahasa Inggris menggunakan jawaban di dalam kotak!)

Basket ball	Gardening	Cycling
Surfing	Singing	Swimming
Cooking	Reading	Foot ball
Camping	Dancing	Climbing
Jogging	Drawing	Fishing

1. My hobby is (*memasak*).....
2. Rina likes (*berkebun*).....
3. My hobbies are (*memancing*)..... and (*bernyanyi*).....
4. Your hobby is (*membaca*).....

5. I like playing (basket ball)..... and (sepak bola)
6. Doni likes (berselancar).....
7. Your hobbies are (menggambar) and (bersepeda).....
8. My hobby is (berlari).....
9. He likes (berkemah) and (panjat tebing)
10. My hobbies are (menari)..... and (berenang)

B. Name the picture below with the suitable hobby in English! (Beri nama gambar di bawah ini sesuai dengan hobi dalam Bahasa Inggris!)

<p>1.</p>  <p>()</p>	<p>2.</p>  <p>()</p>	<p>3.</p>  <p>()</p>
<p>4.</p>  <p>()</p>	<p>5.</p>  <p>()</p>	

Instrument of Post-test

Name:

Class:

score

Petunjuk:

1. Tulislah nama lengkap dan kelas Anda dalam kolom yang disediakan di atas.
2. Bacalah petunjuk masing-masing soal dengan seksama sebelum menjawab.
3. Isilah jawaban sesuai dengan petunjuk masing-masing soal dengan benar.
4. Gunakan pensil dalam menuliskan jawaban pada lembar yang telah disediakan.
5. Periksa Kembali seluruh jawaban sebelum dikumpulkan.

- A. Translate the words in the parentheses into Bahasa Indonesia with the answer in the box! (Terjemahkan kata-kata dalam tanda kurung ke dalam Bahasa Indonesia menggunakan jawaban di dalam kotak!)

Basket	Berkebun	Bersepeda
Berselancar	Bernyanyi	Berenang
Memasak	Membaca	Sepak bola
Berkemah	Menari	Memanjat
Berlari	Menggambar	Memancing

1. My hobby is (**surfing**).....
2. Rina likes (**drawing**)
3. My hobbies are (**cycling**)..... and (**swimming**).....
4. Your hobby is (**climbing**).....
5. I like playing (**foot ball**) and (**basket ball**)
6. Doni likes (**jogging**)
7. Your hobbies are (**reading**) and (**singing**).....

8. My hobby is **(gardening)**.....
9. He likes **(swimming)** and **(dancing)**
10. My hobbies are **(cooking)** and **(camping)**

C. Name the picture below with the suitable hobby in English! (Beri nama gambar di bawah ini sesuai dengan hobi dalam Bahasa Inggris!)

<p>1.</p>  <p>()</p>	<p>2.</p>  <p>()</p>	<p>3.</p>  <p>()</p>
<p>4.</p>  <p>()</p>	<p>5.</p>  <p>()</p>	

Appendix. 4 Lesson Plan Experimental Class

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : MI Muhammadiyah Larangan

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : V / Ganjil

Alokasi Waktu : 2 x 40 Menit (2 JP)

Jumlah : 3 x Pertemuan

Pertemuan

A. Kompetensi Inti

1. Memahami pengetahuan faktual dengan cara mengamati (mendengar, melihat, membaca) dan menanya berdasarkan rasa ingin tahu tentang dirinya, makhluk ciptaan Tuhan, dan kegiatannya, dan benda-benda yang dijumpainya dirumah dan disekolah
2. Menyajikan pengetahuan faktual dan konseptual dalam bahasa yang jelas, sistematis, logis, dan kritis, dalam karya yang estetis, dalam gerakan yang mencerminkan anak sehat, dan dalam tindakan yang mencerminkan perilaku anak beriman dan berakhlak mulia.

B. Kompetensi Dasar

- 3.2 Memahami macam-macam kegemaran atau hobi
- 4.2 menangkap makna teks lisan tentang kegemaran atau hobi

C. Indikator

1. Siswa mampu mengidentifikasi nama-nama hobi dalam Bahasa Inggris dengan tepat.
2. Siswa mampu menuliskan nama-nama hobi dalam Bahasa Inggris dengan tepat.
3. Siswa mampu mengartikan nama-nama hobi ke dalam Bahasa Inggris dengan tepat dan sebaliknya.

4. Siswa mampu menebak nama hobi sesuai dengan instruksi gerakan guru dengan tepat.

D. Tujuan Pembelajaran

1. Setelah pembelajaran, siswa mampu menuliskan nama-nama hobi dalam Bahasa Inggris dengan tepat dan sesuai konteks.
2. Setelah mampu menuliskan nama-nama hobi dalam Bahasa Inggris, siswa mampu mengartikan nama-nama hobi ke dalam Bahasa Indonesia dan sebaliknya dengan tepat dan sesuai konteks.

E. Materi Pembelajaran

1. Names of hobby
2. How to ask hobby
3. Sentence about hobby

F. Pendekatan dan Metode Pembelajaran

Pendekatan : Scientific

Metode : Ceramah, Total Physical Response, Tanya Jawab

G. Media dan Sumber Belajar

Media : Whiteboard, Picture Card, Audio, Worksheet

Sumber belajar: Buku LKS, Internet, Youtube

H. Kegiatan Pembelajaran

Kegiatan	Deskripsi	Alokasi Waktu
Pertemuan Pertama		
Orientasi	<ol style="list-style-type: none"> 1. Guru membuka pertemuan dengan salam 2. Ketua kelas memimpin siswa untuk berdoa terlebih dahulu 3. Guru menanyakan kabar mengecek presensi siswa 4. Guru mengecek kesiapan siswa sebelum memulai pembelajaran 	15 Menit

<p>Apersepsi dan Motivasi</p>	<ol style="list-style-type: none"> 1. Guru memberikan gambaran terkait materi yang akan dipelajari 2. Guru mengecek pengetahuan siswa terkait materi dengan memberikan pertanyaan sederhana 3. Guru mengenalkan materi hobby kepada siswa 4. Guru menyampaikan tujuan pembelajaran yang akan dicapai 	
<p>Kegiatan Inti</p>	<ol style="list-style-type: none"> 1. Guru meminta siswa menyebutkan hobi mereka 2. Guru meminta siswa menyebutkan nama-nama hobi dalam bahasa inggris yang mereka ketahui 3. Guru memberikan materi mengenai nama-nama hobi dalam bahasa inggris 4. Guru memberikan contoh pelafalan satu per satu nama hobi kepada siswa 5. Siswa menirukan pelafalan yang dicontohkan oleh guru 6. Guru mendemonstrasikan nama-nama hobi menggunakan gerakan 7. Siswa memahami gerakan yang didemonstrasikan oleh guru 8. Siswa menghafalkan kosakata hobby melalui gerakan 	<p>65 Menit</p>
<p>Penutup</p>	<ol style="list-style-type: none"> 1. Guru memberikan apresiasi kepada siswa 2. Guru memberikan kesimpulan terkait materi yang telah dipelajari 	<p>10 Menit</p>

	<ol style="list-style-type: none"> 3. Guru memberikan gambaran kegiatan pembelajaran pada pertemuan selanjutnya 4. Guru menutup pembelajaran dengan salam 5. Guru memberi instruksi untuk berdoa 	
Pertemuan kedua		
Orientasi	<ol style="list-style-type: none"> 1. Guru membuka pertemuan dengan salam 2. Ketua kelas memimpin siswa untuk berdoa terlebih dahulu 3. Guru menanyakan kabar mengecek presensi siswa <p>Guru mengecek kesiapan siswa sebelum memulai pembelajaran</p>	15 Menit
Apersepsi dan motivasi	<ol style="list-style-type: none"> 1. Guru mengecek ingatan siswa dengan memberikan pertanyaan terkait materi pada pertemuan sebelumnya 2. Guru menyampaikan tujuan pembelajaran yang akan dicapai 	
Kegiatan Inti	<ol style="list-style-type: none"> 1. Guru meminta siswa untuk menyebutkan nama-nama hobi dalam bahasa inggris 2. Guru mendemonstrasikan ulang gerakan sesuai dengan nama hobi 3. Siswa menghafal nama-nama hobi melalui gerakan yang diinstruksikan guru 4. Siswa menghafal gerakan nama-nama hobi dengan audio lagu 	65 Menit

	5. Guru mengecek ingatan siswa dengan bermain games 'Jhon Says', kemudian siswa merespon dengan gerakan	
Penutup	<ol style="list-style-type: none"> 1. Guru memberikan apresiasi kepada siswa 2. Guru memberikan kesimpulan materi yang telah dipelajari 3. Guru memberikan gambaran kegiatan pada pertemuan selanjutnya 	10 Menit
Pertemuan Terakhir		
Orientasi	<ol style="list-style-type: none"> 1. Guru membuka pertemuan dengan salam 2. Ketua kelas memimpin siswa untuk berdoa terlebih dahulu 3. Guru menanyakan kabar mengecek presensi siswa 4. Guru mengecek kesiapan siswa sebelum memulai pembelajaran 	15 Menit
Apersepsi	<ol style="list-style-type: none"> 1. Guru me-review materi pada pertemuan sebelumnya 2. Guru menyampaikan tujuan pembelajaran yang akan dicapai 	
Kegiatan Inti	<ol style="list-style-type: none"> 1. Guru mengecek hafalan siswa tentang gerakan nama hobi dengan lagu 2. Guru memberikan materi cara menanyakan hobi dan sentence about hobby 	65 Menit

	<ol style="list-style-type: none"> 3. Melalui games 'Jhon Says', guru menunjuk siswa secara random untuk menjawab pertanyaan terkait materi 4. Guru memberikan games 'guess the move' menggunakan picture card 5. Guru meminta salah satu siswa untuk menjadi sukarelawan 6. Siswa menebak nama hobi sesuai dengan yang dipresentasikan oleh sukarelawan 	
Penutup	<ol style="list-style-type: none"> 1. Guru bersama siswa melakukan refleksi pembelajaran 2. Guru memberikan kesimpulan terkait materi yang telah dipelajari 3. Guru menutup pertemuan dengan salam 4. Guru memberi instruksi untuk berdoa bersama 	10 Menit

I. Penilaian

Teknik Penilaian

- Kompetensi Pengetahuan:
 - a. Pretest (jawaban singkat)
 - b. Post-test (jawaban singkat)
- Kompetensi Keterampilan: Praktik melalui games 'Jhon Says'

Purbalingga, 28 Juli 2023

Guru Mata Pelajaran

Mahasiswa Peneliti



Bangkit Rikza Utami, S. Pd



Claire Ifhanatasha Febian

Mengetahui,
Kepala Madrasah,



Wagimin, S. Pd, I

NIP. 197305192007011017



Appendix. 5 Lesson Plan Control Class

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : MI Muhammadiyah Larangan

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : V / Ganjil

Alokasi Waktu : 2 x 40 Menit (2 JP)

Jumlah : 3 x Pertemuan

Pertemuan

A. Kompetensi Inti

3. Memahami pengetahuan faktual dengan cara mengamati (mendengar, melihat, membaca) dan menanya berdasarkan rasa ingin tahu tentang dirinya, makhluk ciptaan Tuhan, dan kegiatannya, dan benda-benda yang dijumpainya dirumah dan disekolah
4. Menyajikan pengetahuan faktual dan konseptual dalam bahasa yang jelas, sistematis, logis, dan kritis, dalam karya yang estetis, dalam gerakan yang mencerminkan anak sehat, dan dalam tindakan yang mencerminkan perilaku anak beriman dan berakhlak mulia.

B. Kompetensi Dasar

- 3.2 Memahami macam-macam kegemaran atau hobi
- 4.2 menangkap makna teks lisan tentang kegemaran atau hobi

C. Indikator

1. Siswa mampu mengidentifikasi nama-nama hobi dalam Bahasa Inggris dengan tepat.
2. Siswa mampu menuliskan nama-nama hobi dalam Bahasa Inggris dengan tepat.
3. Siswa mampu mengartikan nama-nama hobi ke dalam Bahasa Inggris dengan tepat dan sebaliknya.

D. Tujuan Pembelajaran

1. Setelah pembelajaran, siswa mampu menuliskan nama-nama hobi dalam Bahasa Inggris dengan tepat dan sesuai konteks.
2. Setelah mampu menuliskan nama-nama hobi dalam Bahasa Inggris, siswa mampu mengartikan nama-nama hobi ke dalam Bahasa Indonesia dan sebaliknya dengan tepat dan sesuai konteks.

E. Materi Pembelajaran

1. Names of hobby
2. How to ask hobby
3. Sentence about hobby

F. Pendekatan dan Metode Pembelajaran

Pendekatan : Scientific

Metode : Ceramah, Tanya Jawab

G. Media dan Sumber Belajar

Media : Whiteboard, Worksheet

Sumber belajar: Buku LKS, Internet

H. Kegiatan Pembelajaran

Kegiatan	Deskripsi	Alokasi Waktu
Pertemuan Pertama		
Orientasi	<ol style="list-style-type: none">1. Guru membuka pertemuan dengan salam2. Ketua kelas memimpin siswa untuk berdoa terlebih dahulu3. Guru menanyakan kabar mengecek presensi siswa4. Guru mengecek kesiapan siswa sebelum memulai pembelajaran	15 Menit

Apersepsi dan Motivasi	<ol style="list-style-type: none"> 5. Guru memberikan gambaran terkait materi yang akan dipelajari 6. Guru mengecek pengetahuan siswa terkait materi dengan memberikan pertanyaan sederhana 7. Guru mengenalkan materi hobby kepada siswa 8. Guru menyampaikan tujuan pembelajaran yang akan dicapai 	
Kegiatan Inti	<ol style="list-style-type: none"> 1. Guru meminta siswa menyebutkan hobi mereka 2. Guru meminta siswa menyebutkan nama-nama hobi dalam bahasa inggris yang mereka ketahui 3. Guru memberikan materi mengenai nama-nama hobi dalam bahasa inggris melalui ceramah 4. Guru memberikan contoh pelafalan satu per satu nama hobi kepada siswa 5. Siswa menirukan pelafalan yang dicontohkan oleh guru 6. Guru meminta siswa menghafal nama-nama hobi dalam bahasa inggris dan artinya 7. Kemudian, siswa diminta maju satu persatu untuk diperiksa hafalannya secara individu 	65 Menit
Penutup	<ol style="list-style-type: none"> 1. Guru memberikan apresiasi kepada siswa 2. Guru memberikan kesimpulan terkait materi yang telah dipelajari 3. Guru memberikan gambaran kegiatan pembelajaran pada pertemuan selanjutnya 4. Guru menutup pembelajaran dengan salam 5. Guru memberi instruksi untuk berdoa 	10 Menit
Pertemuan kedua		
Orientasi	<ol style="list-style-type: none"> 4. Guru membuka pertemuan dengan salam 	

	<ol style="list-style-type: none"> 5. Ketua kelas memimpin siswa untuk berdoa terlebih dahulu 6. Guru menanyakan kabar mengecek presensi siswa 7. Guru mengecek kesiapan siswa sebelum memulai pembelajaran 	15 Menit
Apersepsi dan motivasi	<ol style="list-style-type: none"> 1. Guru mengecek ingatan siswa dengan memberikan pertanyaan terkait materi pada pertemuan sebelumnya 2. Guru menyampaikan tujuan pembelajaran yang akan dicapai 	
Kegiatan Inti	<ol style="list-style-type: none"> 1. Guru meminta siswa untuk menyebutkan nama-nama hobi dalam bahasa inggris 2. Guru memberikan materi how to ask hobby melalui ceramah dan menuliskannya di papan tulis 3. Siswa mencatat materi yang diberikan 4. Guru memberikan latihan soal how to ask hobby dalam bentuk uraian singkat 5. Siswa mengerjakan Latihan soal yang diberikan oleh guru 	65 Menit
Penutup	<ol style="list-style-type: none"> 1. Guru memberikan apresiasi kepada siswa 2. Guru memberikan kesimpulan materi yang telah dipelajari 3. Guru memberikan gambaran kegiatan pada pertemuan selanjutnya 	10 Menit
Pertemuan Terakhir		
Orientasi	<ol style="list-style-type: none"> 1. Guru membuka pertemuan dengan salam 2. Ketua kelas memimpin siswa untuk berdoa terlebih dahulu 	

	<ol style="list-style-type: none"> 3. Guru menanyakan kabar mengecek presensi siswa 4. Guru mengecek kesiapan siswa sebelum memulai pembelajaran 	15 Menit
Apersepsi	<ol style="list-style-type: none"> 3. Guru me-review materi pada pertemuan sebelumnya 4. Guru menyampaikan tujuan pembelajaran yang akan dicapai 	
Kegiatan Inti	<ol style="list-style-type: none"> 1. Guru mengecek hafalan siswa terkait nama nama hobi 2. Guru memberikan materi sentence about hobby melalui ceramah dan menuliskannya di papan tulis 3. Guru melakukan tanya jawab terkait sentence about hobby 4. Siswa diminta membuat sentence about hobby minimal 3 	65 Menit
Penutup	<ol style="list-style-type: none"> 1. Guru bersama siswa melakukan refleksi pembelajaran 2. Guru memberikan kesimpulan terkait materi yang telah dipelajari 3. Guru menutup pertemuan dengan salam 4. Guru memberi instruksi untuk berdoa bersama 	10 Menit

I. Penilaian

Teknik Penilaian

- Kompetensi Pengetahuan:
 - a. Pretest (Jawaban singkat)
 - b. Post-test (Jawaban singkat)
- Kompetensi Keterampilan: Praktik melalui tanya jawab


Purbalingga, 28 Juli 2023

Guru Mata Pelajaran

Mahasiswa Peneliti



Bangkit Rikza Utami, S. Pd



Claire Ifhanatasha Febian

Mengetahui,
Kepala Madrasah,



Wagimin, S. Pd, I

NIP. 197305192007011017



Appendix. 6 Certificate of The Research



MAJLIS DIKDASMEN MUHAMMADIYAH DAERAH PURBALINGGA
MI MUHAMMADIYAH LARANGAN
WILAYAH PPAI PENGADEGAN
STATUS : TERAKREDITASI A
BADAN HUKUM NO.81 22/08/1914-N0.AHU-88.AH.01.07.2010-N0.AHU2.AH.01.04-249.2015
NSM.111233030157,NPSN.60710650,BIOS.10.165/157 e-mail: muharungampadpbr@yahoo.co.id
Alamat: Jl. Masjid Al-Mujahidin Utara No.5 RT.2/6 Larangan Pengadegan Purbalingga Jawa Tengah 53393

SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN

Yang bertanda tangan dibawah ini:

Nama : Wagimin, S. Pd. I
Jabatan : Kepala Madrasah MI Muhammadiyah Larangan

Dengan ini menyatakan bahwa mahasiswa yang beridentitas:

Nama : Claire Ifthanatasha Febian
NIM : 1917404008
Program Studi : S1 Tadris Bahasa Inggris

Telah selesai melakukan penelitian dan pengambilan data penelitian di MI Muhammadiyah Larangan pada kelas 5A terhitung mulai tanggal 17 Juli 2023 s/d 5 Agustus 2023 untuk memperoleh data penelitian dalam rangka penyusunan skripsi yang berjudul *"The effectiveness of the total physical response method on vocabulary mastery (an experimental study at the fifth grade of MI Muhammadiyah Larangan, Purbalingga) in the academic year 2023/2024"*

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Larangan, 11 Agustus 2023

Kepala Madrasah,


Wagimin, S. Pd. I
NIP. 197305192007011017

Appendix. 7 Documentation of Teaching and Learning Activity



Figure. 1 Pretest



Figure. 2 Demonstrating Total Physical Response



Figure. 3 Learning Hobby through Total Physical Response



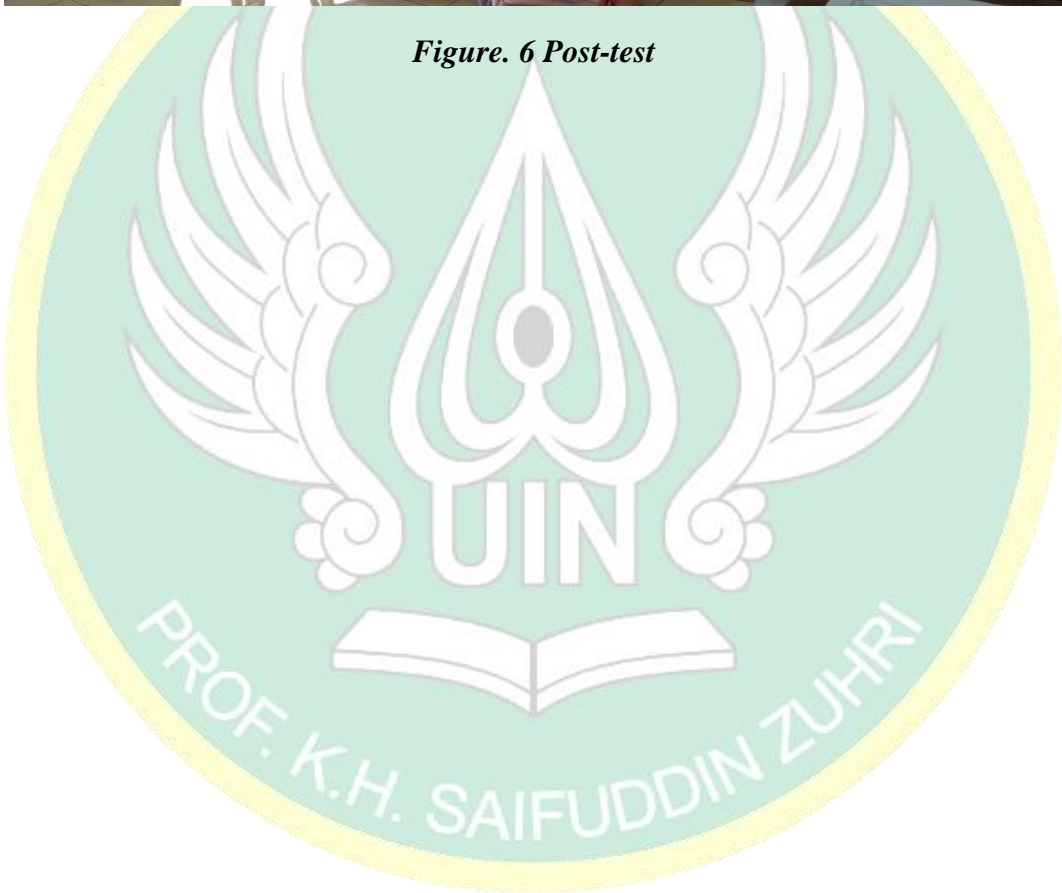
Figure. 4 Conducting TPR through game 'Jhon Says'



Figure. 5 Conducting TPR through 'Guess the Move'



Figure. 6 Post-test



Appendix. 8 Pretest Sheet of Control and Experimental Class

Pretest of Control Class

Name: Henni Nabila
Class: 56

PRE TEST

$$B = 6$$

$$6 \times 5 = 11 \times 5$$

$$= 55$$

55
score

Petunjuk:

1. Tulislah nama lengkap dan kelas Anda dalam kolom yang disediakan di atas.
2. Bacalah petunjuk masing-masing soal dengan seksama sebelum menjawab.
3. Isilah jawaban sesuai dengan petunjuk masing-masing soal dengan benar.
4. Gunakan pensil dalam menuliskan jawaban pada lembar yang telah disediakan.
5. Periksa Kembali seluruh jawaban sebelum dikumpulkan.

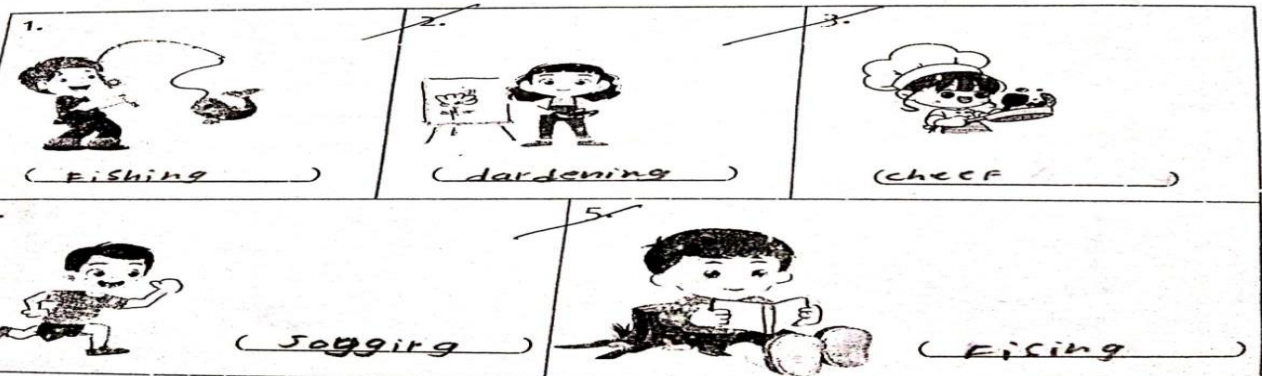
A. Translate the words in the parentheses into English with the answers in the box!
(Terjemahkan kata-kata dalam tanda kurung ke dalam Bahasa Inggris menggunakan jawaban di dalam kotak)

Basket ball —	Gardening —	Cycling —
Surfing —	Singing —	Swimming —
Cooking —	Reading —	Foot ball —
Camping —	Dancing —	Climbing —
Jogging —	Drawing —	Fishing —

1. My hobby is (memasak) Cooking.....
2. Rina likes (berkebun) Climbing.....
3. My hobbies are (membaca) Reading and (bernyanyi) Dancing.....
4. Your hobby is (membaca) Fishing.....
5. I like playing (basket) basket ball and (sepak bola) Football.....
6. Doni likes (berselancar) Camping.....
7. Your hobbies are (menggambar) Gardening and (bersepeda) Fishing.....
8. My hobby is (berlari) Jogging.....

9. He likes (berkemah) Climbing and (panjat tebing) Rock climbing.....
10. My hobbies are (menari) Dancing and (berenang) Swimming.....

B. Name the picture below with the suitable hobby in English! (Berikan nama gambar di bawah ini sesuai dengan hobi dalam Bahasa Inggris!)



Student 27

PRE TEST

Names: Nur Azizah
Class: 5D

$$B = 9 \\ 2 + 5 = 14 \times 5 \\ = 70$$

70
score

- Petunjuk:
1. Tulislah nama lengkap dan kelas Anda dalam kolom yang disediakan di atas.
 2. Bacalah petunjuk masing-masing soal dengan seksama sebelum menjawab.
 3. Isilah jawaban sesuai dengan petunjuk masing-masing soal dengan benar.
 4. Gunakan pensil dalam menuliskan jawaban pada lembar yang telah disediakan.
 5. Periksa Kembali seluruh jawaban sebelum dikumpulkan.






A. Translate the words in the parentheses into English with the answers in the box!
(Terjemahkan kata-kata dalam tanda kurung ke dalam Bahasa Inggris menggunakan jawaban di dalam kotak!)

Basket ball	Gardening	Cycling
Surfing	Singing	Swimming
Cooking	Reading	Foot ball
Camping	Dancing	Climbing
Jogging	Drawing	Fishing

1. My hobby is (memasak)... cooking
2. Rina likes (berkebun)... gardening
3. My hobbies are (memancing)... fishing and (bernyanyi)... singing
4. Your hobby is (membaca)... reading
5. I like playing (basket)... Basket ball and (sepak bola)... Foot ball
6. Doni likes (berselancar)... cycling
7. Your hobbies are (menggambar)... drawing and (bersepeda)... fishing
8. My hobby is (berlari)... jogging

9. He likes (berkemah)... camping
10. My hobbies are (menari)... dancing and (berenang)... swimming

B. Name the picture below with the suitable hobby in English! (Berikan nama gambar di bawah ini sesuai dengan hobi dalam Bahasa Inggris!)

1.  (Fishing)	2.  (gardening)	3.  (cooking)
4.  (jogging)	5.  (climbing)	

Student 5

PRE TEST

B-8

Name: *Hertina Pamela*
Class: *5B*

65
score

Petunjuk:

1. Tulislah nama lengkap dan kelas Anda dalam kolom yang disediakan di atas.
2. Bacalah petunjuk masing-masing soal dengan seksama sebelum menjawab.
3. Isilah jawaban sesuai dengan petunjuk masing-masing soal dengan benar.
4. Gunakan pensil dalam menuliskan jawaban pada lembar yang telah disediakan.
5. Periksa Kembali seluruh jawaban sebelum dikumpulkan.






A. Translate the words in the parentheses into English with the answers in the box!
(Terjemahkan kata-kata dalam tanda kurung ke dalam Bahasa Inggris menggunakan jawaban di dalam kotak!)

Basket ball	Gardening	Cycling
Surfing	Singing	Swimming
Cooking	Reading	Foot ball
Camping	Dancing	Climbing
Jogging	Drawing	Fishing

1. My hobby is (*memasak*)... *cooking*.....
2. Rina likes (*berkebun*)... *Gardening*.....
3. My hobbies are (*memancing*)... *Fishing*... and (*bernyanyi*)... *singing*.....
4. Your hobby is (*membaca*)... *Climbing*.....
5. I like playing (*basket*)... *Basket Ball*... and (*sepak bola*)... *Foot Ball*.....
6. Doni likes (*berselancar*)... *Jogging*.....
7. Your hobbies are (*menggambar*)... *Drawing*... and (*bersepeda*)... *Cycling*.....
8. My hobby is (*berlari*)... *Run*.....

9. He likes (*berkemah*)... *Camping*... and (*panjat tebing*)... *Climbing*.....
10. My hobbies are (*menari*)... *Dancing*... and (*berenang*)... *Swimming*.....

B. Name the picture below with the suitable hobby in English! (Beri nama gambar di bawah ini sesuai dengan hobi dalam Bahasa Inggris!)

1.  <i>Gardening</i>	2.  <i>Drawing</i>	3.  <i>Cooking</i>
4.  <i>Run</i>	5.  <i>Climbing</i>	

Student 20

PRE TEST

Name: Nizah Nur Aisa
Class: SA/1A

70
score

Petunjuk:

1. Tulislah nama lengkap dan kelas Anda dalam kolom yang disediakan di atas.
2. Bacalah petunjuk masing-masing soal dengan seksama sebelum menjawab.
3. Isilah jawaban sesuai dengan petunjuk masing-masing soal dengan benar.
4. Gunakan pensil dalam menuliskan jawaban pada lembar yang telah disediakan.
5. Periksa Kembali seluruh jawaban sebelum dikumpulkan.






A. Translate the words in the parentheses into English with the answers in the box!
(Terjemahkan kata-kata dalam tanda kurung ke dalam Bahasa Inggris menggunakan jawaban di dalam kotak!)

Basket ball	Gardening	Cycling
Surfing	Singing	Swimming
Cooking	Reading	Foot ball
Camping	Dancing	Climbing
Jogging	Drawing	Fishing

1. My hobby is (memasak)... Cooking.....
2. Rina likes (berkebun)... Gardening.....
3. My hobbies are (memancing)... Fishing and (bernyanyi)... Singing.....
4. Your hobby is (membaca)... Reading.....
5. I like playing (basket)... Basket Ball..... and (sepak bola)... Foot Ball.....
6. Doni likes (berselancar)... Surfing.....
7. Your hobbies are (menggambar)... Drawing..... and (bersepeda)... Cycling.....
8. My hobby is (berlari)... Jogging.....

9. He likes (berkemah)... Camping..... and (panjat tebing)... Climbing.....
10. My hobbies are (menari)... Dancing..... and (berenang)... Swimming.....

B. Name the picture below with the suitable hobby in English! (Beri nama gambar di bawah ini sesuai dengan hobi dalam Bahasa Inggris!)

1.  (Fishing)	2.  (Drawing)	3.  (Cooking)
4.  (Jogging)	5.  (Climbing)	

Student 13

Pretest of Experimental Class

PRE TEST

Name: ANIL 1608 Syaikul Huda
Class: 5A

$$B = 9$$

$$9 + 5 = 14 \times 5$$

$$= 70$$

70

score

Petunjuk:

1. Tulislah nama lengkap dan kelas Anda dalam kolom yang disediakan di atas.
2. Bacalah petunjuk masing-masing soal dengan seksama sebelum menjawab.
3. Isilah jawaban sesuai dengan petunjuk masing-masing soal dengan benar.
4. Gunakan pensil dalam menuliskan jawaban pada lembar yang telah disediakan.
5. Periksa Kembali seluruh jawaban sebelum dikumpulkan.

A. Translate the words in the parentheses into English with the answers in the box!






(Terjemahkan kata-kata dalam tanda kurung ke dalam Bahasa Inggris menggunakan jawaban di dalam kotak!)

Basket ball Surfing Cooking Camping Jogging	Gardening Singing Reading Dancing Drawing	Cycling Swimming Foot ball Climbing Fishing
---	---	---

1. My hobby is (memasak) Gardening
2. Rina likes (berkebun) Camping
3. My hobbies are (memancing) Fishing and (bernyanyi) singing
4. Your hobby is (membaca) Reading
5. I like playing (basket) basket ball and (sepak bola) Foot ball
6. Doni likes (berselancar) surfing
7. Your hobbies are (menggambar) reading and (bersepeda) gonging
8. My hobby is (berlari) jogging

9. He likes (berkemah) DRAGGING and (panjat tebing) CLIMBING
10. My hobbies are (menari) DANCING and (berenang) SWIMMING

B. Name the picture below with the suitable hobby in English! (Beri nama gambar di bawah ini sesuai dengan hobi dalam Bahasa Inggris!)

<p>1.</p>  <p><u>FISHING</u></p>	<p>2.</p>  <p><u>SWIMMING</u></p>	<p>3.</p>  <p><u>COOKING</u></p>
<p>4.</p>  <p><u>JOGGING</u></p>	<p>5.</p>  <p><u>READING</u></p>	

Student 1

PRE TEST

Name: Raisa Nur Meika
Class: 5A

$$8 = 6$$

$$6 \times 5 = 11 \times 5$$

$$= 55$$

55
score

Petunjuk:






1. Tulislah nama lengkap dan kelas Anda dalam kolom yang disediakan di atas.
2. Bacalah petunjuk masing-masing soal dengan seksama sebelum menjawab.
3. Isilah jawaban sesuai dengan petunjuk masing-masing soal dengan benar.
4. Gunakan pensil dalam menuliskan jawaban pada lembar yang telah disediakan.
5. Periksa Kembali seluruh jawaban sebelum dikumpulkan.

A. Translate the words in the parentheses into English with the answers in the box!
(Terjemahkan kata-kata dalam tanda kurung ke dalam Bahasa Inggris menggunakan jawaban di dalam kotak!)

Basket ball	Gardening	Cycling
Surfing	Singing	Swimming
Cooking	Reading	Foot ball
Camping	Dancing	Climbing
Jogging	Drawing	Fishing

1. My hobby is (memasak) Surfing
2. Rina likes (berkebun) Gardening
3. My hobbies are (memancing) Singing and (hernanyi) Surfing
4. Your hobby is (membaca) Climbing
5. I like playing (basket) Basket ball and (sepak bola) Foot ball
6. Doni likes (berselancar) Swimming
7. Your hobbies are (menggambar) Reading and (bersepeda) Reading
8. My hobby is (berlari) Cooking
9. He likes (berkemah) Fishing and (panjat tebing) Climbing
10. My hobbies are (menari) Dancing and (berenang) Swimming

B. Name the picture below with the suitable hobby in English! (Berilah nama gambar di bawah ini sesuai dengan hobi dalam Bahasa Inggris!)

1.  (dancing)	2.  (drawing)	3.  (cooking)
4.  (jogging)	5.  (climbing)	

Student 4

PRE TEST

Name: ARKA Aidan M
Class: 5.A

$$B = 9$$

$$9 + 5 = 14 \times 5$$

70
score

Petunjuk:

1. Tulislah nama lengkap dan kelas Anda dalam kolom yang disediakan di atas.
2. Bacalah petunjuk masing-masing soal dengan seksama sebelum menjawab.
3. Isilah jawaban sesuai dengan petunjuk masing-masing soal dengan benar.
4. Gunakan pensil dalam menuliskan jawaban pada lembar yang telah disediakan.
5. Periksa Kembali seluruh jawaban sebelum dikumpulkan.






A. Translate the words in the parentheses into English with the answers in the box!
(Terjemahkan kata-kata dalam tanda kurung ke dalam Bahasa Inggris menggunakan jawaban di dalam kotak!)

✓ Basket ball	✓ Gardening	✓ Cycling
✓ Surfing	✓ Singing	✓ Swimming
✓ Cooking	✓ Reading	✓ Foot ball
✓ Camping	✓ Dancing	✓ Climbing
✓ Jogging	✓ Drawing	✓ Fishing

1. My hobby is (*memasak*)... cooking.....
2. Rina likes (*berkebun*)... gardening.....
3. My hobbies are (*memancing*)... fishing... and (*bernyanyi*)... singing.....
4. Your hobby is (*membaca*)... reading.....
5. I like playing (*basket*)... basket ball... and (*sepak bola*)... foot ball.....
6. Doni likes (*berselancar*)... surfing.....
7. Your hobbies are (*menggambar*)... drawing and (*bersepeda*)... cycling.....
8. My hobby is (*berlari*)... jogging.....

9. He likes (*berkemah*)... camping... and (*panjat tebing*)... climbing.....
10. My hobbies are (*menari*)... dancing and (*berenang*)... swimming.....

B. Name the picture below with the suitable hobby in English! (Berikan nama gambar di bawah ini sesuai dengan hobi dalam Bahasa Inggris!)

1.  <u>(fishing)</u>	2.  <u>(drawing)</u>	3.  <u>(gardening)</u>
4.  <u>(jogging)</u>	5.  <u>(climbing)</u>	

PRE TEST

Name: Kesyha Anna i.
Class: VA/SA

$B = 5$
 $5 + 5 = 10 \times 5$
 $= 50$

50
score

Petunjuk:






1. Tulislah nama lengkap dan kelas Anda dalam kolom yang disediakan di atas.
2. Bacalah petunjuk masing-masing soal dengan seksama sebelum menjawab.
3. Isilah jawaban sesuai dengan petunjuk masing-masing soal dengan benar.
4. Gunakan pensil dalam menuliskan jawaban pada lembar yang telah disediakan.
5. Periksa Kembali seluruh jawaban sebelum dikumpulkan.

A. Translate the words in the parentheses into English with the answers in the box!
(Terjemahkan kata-kata dalam tanda kurung ke dalam Bahasa Inggris menggunakan jawaban di dalam kotak!)

Basket ball	Gardening	Cycling
Surfing	Singing	Swimming
Cooking	Reading	Foot ball
Camping	Dancing	Climbing
Jogging	Drawing	Fishing

1. My hobby is (memasak)... COOKING
2. Rina likes (berkebun)... GARDENING
3. My hobbies are (memancing)... DANCING and (bernyanyi)... SURFING
4. Your hobby is (membaca)... READING
5. I like playing (basket)... BASKET BALL and (sepak bola)... FOOT BALL
6. Doni likes (berselancar)... Surfing
7. Your hobbies are (menggambar)... DRAWING and (bersepeda)... READING
8. My hobby is (berlari)... FISHING
9. He likes (berkemah)... CAMPING and (panjat tebing)... CLIMING
10. My hobbies are (menari)... DANCING and (berenang)... SWIMMING

B. Name the picture below with the suitable hobby in English! (Beri nama gambar di bawah ini sesuai dengan hobi dalam Bahasa Inggris!)

1.  <u>Dancing</u>	2.  <u>Drawing</u>	3.  <u>Fishing</u>
4.  <u>Fishing</u>	5.  <u>Climbing</u>	

PRE TEST

Name: Arfa Puji A
Class: 5A

$$B = 10$$

$$10 \times 5 = 15 \times 5$$

$$= 75$$

75
score

Petunjuk:

1. Tulislah nama lengkap dan kelas Anda dalam kolom yang disediakan di atas.
2. Bacalah petunjuk masing-masing soal dengan seksama sebelum menjawab.
3. Isilah jawaban sesuai dengan petunjuk masing-masing soal dengan benar.
4. Gunakan pensil dalam menuliskan jawaban pada lembar yang telah disediakan.
5. Periksa Kembali seluruh jawaban sebelum dikumpulkan.

A. Translate the words in the parentheses into English with the answers in the box!






(Terjemahkan kata-kata dalam tanda kurung ke dalam Bahasa Inggris menggunakan jawaban di dalam kotak!)

Basket ball	Gardening	Cycling
Surfing	Singing	Swimming
Cooking	Reading	Foot ball
Camping	Dancing	Climbing
Jogging	Drawing	Fishing

1. My hobby is (memasak) Cooking.....
2. Rina likes (berkebun) Gardening.....
3. My hobbies are (memancing) Fishing..... and (bernyanyi) Singing.....
4. Your hobby is (membaca).....
5. I like playing (basket) Basket ball..... and (sepak bola) Foot ball.....
6. Doni likes (berselancar) Swimming.....
7. Your hobbies are (menggambar) Drawing..... and (bersepeda) Reading.....
8. My hobby is (berlari) Jogging.....

9. He likes (berkemah) Surfing..... and (panjat tebing) Climbing.....
10. My hobbies are (menari) Dancing..... and (berenang) Swimming.....

B. Name the picture below with the suitable hobby in English! (Beri nama gambar di bawah ini sesuai dengan hobi dalam Bahasa Inggris!)

1.  (Fishing)	2.  (Drawing)	3.  (Cooking)
4.  (Foot ball)	5.  (Climbing)	

Student 10

PRE TEST

Name: *gandis melisa askira*
Class: *5 a*

50
score

Petunjuk:






1. Tulislah nama lengkap dan kelas Anda dalam kolom yang disediakan di atas.
2. Bacalah petunjuk masing-masing soal dengan seksama sebelum menjawab.
3. Isilah jawaban sesuai dengan petunjuk masing-masing soal dengan benar.
4. Gunakan pensil dalam menuliskan jawaban pada lembar yang telah disediakan.
5. Periksa Kembali seluruh jawaban sebelum dikumpulkan.

A. Translate the words in the parentheses into English with the answers in the box!
(Terjemahkan kata-kata dalam tanda kurung ke dalam Bahasa Inggris menggunakan jawaban di dalam kotak!)

Basket ball	Gardening	Cycling
Surfing	Singing	Swimming
Cooking	Reading	Foot ball
Camping	Dancing	Climbing
Jogging	Drawing	Fishing

1. My hobby is (*memasak*) *cooking*.....
2. Rina likes (*berkebun*) *gardening*.....
3. My hobbies are (*memancing*) *fishing*..... and (*hernyanyi*) *singing*.....
4. Your hobby is (*membaca*) *reading*.....
5. I like playing (*basket*) *basket ball*..... and (*sepak bola*) *football*.....
6. Doni likes (*berselancar*) *surfing*.....
7. Your hobbies are (*menggambar*) *drawing*..... and (*bersepeda*) *cycling*.....
8. My hobby is (*berlari*) *jogging*.....
9. He likes (*berkemah*) *camping*..... and (*panjat tebing*) *climbing*.....
10. My hobbies are (*menari*) *dancing*..... and (*berenang*) *swimming*.....

B. Name the picture below with the suitable hobby in English! (Beri nama gambar di bawah ini sesuai dengan hobi dalam Bahasa Inggris!)

1.  (<i>Drawing</i>)	2.  (<i>gardening</i>)	3.  (<i>Cycling</i>)
4.  (<i>Fishing</i>)	5.  (<i>Reading</i>)	

Student 13

Appendix. 9 Post-Test Sheet of Control and Experimental Class

Post-test Sheet of Control Class

POST-TEST

Name: Mahni N. R.
Class: V B 8

$$8 = 10 \\ 10 + 5 = 15 \times 5 = 75$$

75
score

Petunjuk:






1. Tulislah nama lengkap dan kelas Anda dalam kolom yang disediakan di atas.
2. Bacalah petunjuk masing-masing soal dengan seksama sebelum menjawab.
3. Isilah jawaban sesuai dengan petunjuk masing-masing soal dengan benar.
4. Gunakan pensil dalam menuliskan jawaban pada lembar yang telah disediakan.
5. Periksa Kembali seluruh jawaban sebelum dikumpulkan.

A. Translate the words in the parentheses into Bahasa Indonesia with the answer in the box! (Terjemahkan kata-kata dalam tanda kurung ke dalam Bahasa Indonesia menggunakan jawaban di dalam kotak!)

Basket -	Berkebun -	Bersepeda -
Berselancar -	Bernyanyi -	Berenang -
Memasak -	Membaca -	Sepak bola -
Berkemah -	Menari -	Memanjat -
Berlari -	Menggambar -	Memancing -

1. My hobby is (surfing)... Berselancar...
2. Rina likes (drawing)... menyanyi...
3. My hobbies are (cycling)... bersepeda... and (swimming)... berenang...
4. Your hobby is (climbing)... memanjat...
5. I like playing (foot ball)... sepak bola... and (basket ball)... basket...
6. Doni likes (jogging)... berjalan...
7. Your hobbies are (reading)... membaca... and (singing)... menyanyi...
8. My hobby is (gardening)... bersepeda...
9. He likes (swimming)... berenang... and (dancing)... menari...
10. My hobbies are (cooking)... memasak... and (camping)... berkemah...

B. Name the picture below with the suitable hobby in English! (Berikan nama gambar di bawah ini sesuai dengan hobi dalam Bahasa Inggris!)

<p>1.</p>  <p>(<u>cycling</u>)</p>	<p>2.</p>  <p>(<u>basket ball</u>)</p>	<p>3.</p>  <p>(<u>surfing</u>)</p>
<p>4.</p>  <p>(<u>swimming</u>)</p>	<p>5.</p>  <p>(<u>singing</u>)</p>	

Student 27

POST-TEST

B=10

Name: *Putri Zah Nur Quesq*
Class: SA

75
score

Petunjuk:






1. Tulislah nama lengkap dan kelas Anda dalam kolom yang disediakan di atas.
2. Bacalah petunjuk masing-masing soal dengan seksama sebelum menjawab.
3. Isilah jawaban sesuai dengan petunjuk masing-masing soal dengan benar.
4. Gunakan pensil dalam menuliskan jawaban pada lembar yang telah disediakan.
5. Periksa Kembali seluruh jawaban sebelum dikumpulkan.

A. Translate the words in the parentheses into Bahasa Indonesia with the answer in the box! (Terjemahkan kata-kata dalam tanda kurung ke dalam Bahasa Indonesia menggunakan jawaban di dalam kotak!)

Basket	Berkebun	Bersepeda
Berselancar	Bernyanyi	Berenang
Memasak	Membaca	Sepak bola
Berkemah	Menari	Memanjat
Berlari	Menggambar	Memancing

1. My hobby is (surfing) *berselancar*.....
2. Rina likes (drawing) *menggambar*.....
3. My hobbies are (cycling) *bersepeda*..... and (swimming) *berenang*.....
4. Your hobby is (climbing) *panjat tebing*.....
5. I like playing (foot ball) *sepak bola*..... and (basket ball) *Basket*.....
6. Doni likes (jogging) *bersepeda*.....
7. Your hobbies are (reading) *membaca*..... and (singing) *bernyanyi*.....
8. My hobby is (gardening) *berkemah*.....
9. He likes (swimming) *berenang*..... and (dancing) *menari*.....
10. My hobbies are (cooking) *memasak*..... and (camping) *berkemah*.....

B. Name the picture below with the suitable hobby in English! (Beri nama gambar di bawah ini sesuai dengan hobi dalam Bahasa Inggris!)

1.  (<i>bersepeda</i>)	2.  (<i>foot ball / basket ball</i>)	3.  (<i>surfing</i>)
4.  (<i>swimming</i>)	5.  (<i>singing</i>)	

Student 5

POST-TEST

B = 11

Name: Martina Pamela
Class: 5B

80
score

Petunjuk:






1. Tulislah nama lengkap dan kelas Anda dalam kolom yang disediakan di atas.
2. Bacalah petunjuk masing-masing soal dengan seksama sebelum menjawab.
3. Isilah jawaban sesuai dengan petunjuk masing-masing soal dengan benar.
4. Gunakan pensil dalam menuliskan jawaban pada lembar yang telah disediakan.
5. Periksa Kembali seluruh jawaban sebelum dikumpulkan.

A. Translate the words in the parentheses into Bahasa Indonesia with the answer in the box! (Terjemahkan kata-kata dalam tanda kurung ke dalam Bahasa Indonesia menggunakan jawaban di dalam kotak!)

Basket	Berkebun	Bersepeda
Berselancar	Bernyanyi	Berenang
Memasak	Membaca	Sepak bola
Berkemah	Menari	Memanjat
Berlari	Menggambar	Memancing

1. My hobby is (surfing)... Berselancar
2. Rina likes (drawing)... menggambar
3. My hobbies are (cycling)... Bersepeda and (swimming)... Berenang
4. Your hobby is (climbing)... Berlari
5. I like playing (foot ball)... sepak bola and (basket ball)... Bola basket
6. Doni likes (jogging)... Berlari
7. Your hobbies are (reading)... membaca and (singing)... Bernyanyi
8. My hobby is (gardening)... Berselancar
9. He likes (swimming)... Berenang and (dancing)... menari
10. My hobbies are (cooking)... memasak and (camping)... Berkemah

B. Name the picture below with the suitable hobby in English! (Berikan nama gambar di bawah ini sesuai dengan hobi dalam Bahasa Inggris!)

1.  (climbing)	2.  (Football)	3.  (gardening)
4.  (swimming)	5.  (singing)	

Student 20

POST-TEST

Name: Nur Azizah
Class: 5B

$$B = 10$$

$$10 \times 5 = 15 \times 5$$

$$= 75$$

75
score

Petunjuk:






1. Tulislah nama lengkap dan kelas Anda dalam kolom yang disediakan di atas.
2. Bacalah petunjuk masing-masing soal dengan seksama sebelum menjawab.
3. Isilah jawaban sesuai dengan petunjuk masing-masing soal dengan benar.
4. Gunakan pensil dalam menuliskan jawaban pada lembar yang telah disediakan.
5. Periksa Kembali seluruh jawaban sebelum dikumpulkan.

A. Translate the words in the parentheses into Bahasa Indonesia with the answer in the box! (Terjemahkan kata-kata dalam tanda kurung ke dalam Bahasa Indonesia menggunakan jawaban di dalam kotak!)

Basket	Berkebun	Bersepeda
Berselancar	Bernyanyi	Berenang
Memasak	Membaca	Sepak bola
Berkemah	Menari	Memanjat
Berlari	Menggambar	Memancing

1. My hobby is (*surfing*)... berselancar...
2. Rina likes (*drawing*)... menggambar...
3. My hobbies are (*cycling*)... bersepeda... and (*swimming*)... berenang...
4. Your hobby is (*climbing*)... berkebun...
5. I like playing (*foot ball*)... sepak bola... and (*basket ball*)... basket...
6. Doni likes (*jogging*)... menjalan-jalan...
7. Your hobbies are (*reading*)... membaca... and (*singing*)... bernyanyi...
8. My hobby is (*gardening*)... berkemah...
9. He likes (*swimming*)... berlari... and (*dancing*)... menari...
10. My hobbies are (*cooking*)... membaca... and (*camping*)... berkemah...

B. Name the picture below with the suitable hobby in English! (Berilah nama gambar di bawah ini sesuai dengan hobi dalam Bahasa Inggris!)

1.  (climbing)	2.  (basket ball)	3.  ()
4.  (swimming)	5.  (singing)	

Student 13

Post-test Sheet of Experimental Class

POST-TEST

$$B = 12$$

$$12 + 5 = 17 \times 5$$

$$= 85$$

Name: Alvi
Class: EJA

85
score

Petunjuk:






1. Tulislah nama lengkap dan kelas Anda dalam kolom yang disediakan di atas.
2. Bacalah petunjuk masing-masing soal dengan seksama sebelum menjawab.
3. Isilah jawaban sesuai dengan petunjuk masing-masing soal dengan benar.
4. Gunakan pensil dalam menuliskan jawaban pada lembar yang telah disediakan.
5. Periksa Kembali seluruh jawaban sebelum dikumpulkan.

A. Translate the words in the parentheses into Bahasa Indonesia with the answer in the box! (Terjemahkan kata-kata dalam tanda kurung ke dalam Bahasa Indonesia menggunakan jawaban di dalam kotak!)

Basket	Berkebun	Bersepeda
Berselancar	Bernyanyi	Berenang
Memasak	Membaca	Sepak bola
Berkemah	Menari	Memanjat
Berlari	Menggambar	Memancing

1. My hobby is (surfing) Berlayar
2. Rina likes (drawing) Menggambar
3. My hobbies are (cycling) Bersepeda and (swimming) Berenang
4. Your hobby is (climbing) Memanjat
5. I like playing (foot ball) Sepak bola and (basket ball) Basket
6. Doni likes (jogging) Berlari
7. Your hobbies are (reading) Membaca and (singing) Bernyanyi
8. My hobby is (gardening) Berkebun
9. He likes (swimming) Berenang and (dancing) Menari
10. My hobbies are (cooking) Memasak and (camping) Berkemah

B. Name the picture below with the suitable hobby in English! (Berilah nama gambar di bawah ini sesuai dengan hobi dalam Bahasa Inggris!)

<p>1.</p>  <p><u>Cycling</u></p>	<p>2.</p>  <p><u>Basket Ball</u></p>	<p>3.</p>  <p><u>Fishing</u></p>
<p>4.</p>  <p><u>Swimming</u></p>	<p>5.</p>  <p><u>Singing</u></p>	

Student 1

POST-TEST

Name: Paise Nur Meiva
Class: 5A

$$B = 11$$

$$11 + 5 = 16 \times 5$$

$$= 80$$

80
score

Petunjuk:






1. Tulislah nama lengkap dan kelas Anda dalam kolom yang disediakan di atas.
2. Bacalah petunjuk masing-masing soal dengan seksama sebelum menjawab.
3. Isilah jawaban sesuai dengan petunjuk masing-masing soal dengan benar.
4. Gunakan pensil dalam menuliskan jawaban pada lembar yang telah disediakan.
5. Periksa Kembali seluruh jawaban sebelum dikumpulkan.

A. Translate the words in the parentheses into Bahasa Indonesia with the answer in the box! (Terjemahkan kata-kata dalam tanda kurung ke dalam Bahasa Indonesia menggunakan jawaban di dalam kotak!)

Basket	Berkebun	Bersepeda
Berselancar	Bernyanyi	Berenang
Memasak	Membaca	Sepak bola
Berkemah	Menari	Memanjat
Berlari	Menggambar	Memancing

1. My hobby is (surfing) bersepeda.....
2. Rina likes (drawing) menyanyi.....
3. My hobbies are (cycling) bersepeda.... and (swimming) berenang....
4. Your hobby is (climbing) berkebun
5. I like playing (foot ball) sepak bola..... and (basket ball) basket.....
6. Doni likes (jogging) menari.....
7. Your hobbies are (reading) membaca and (singing) bernyanyi.....
8. My hobby is (gardening) berselancar
9. He likes (swimming) berenang..... and (dancing) menari.....
10. My hobbies are (cooking) memasak..... and (camping) berkemah.....

1. Name the picture below with the suitable hobby in English! (Beri nama gambar di bawah ini sesuai dengan hobi dalam Bahasa Inggris!)

1.  (cycling)	2.  (Basketball)	3.  (surfing)
4.  (swimming)	5.  (singing)	

Student 4

POST-TEST

$$B = 13 + 5 = 18 \times 5 = 90$$

Name: ARKA ANAN M.
Class: 5. A. V. A.

90
score

Petunjuk:






1. Tulislah nama lengkap dan kelas Anda dalam kolom yang disediakan di atas.
2. Bacalah petunjuk masing-masing soal dengan seksama sebelum menjawab.
3. Isilah jawaban sesuai dengan petunjuk masing-masing soal dengan benar.
4. Gunakan pensil dalam menuliskan jawaban pada lembar yang telah disediakan.
5. Periksa Kembali seluruh jawaban sebelum dikumpulkan.

A. Translate the words in the parentheses into Bahasa Indonesia with the answer in the box! (Terjemahkan kata-kata dalam tanda kurung ke dalam Bahasa Indonesia menggunakan jawaban di dalam kotak!)

- Basket	- Berkebun	- Bersepeda
- Berselancar	- Bernyanyi	- Berenang
- Memasak	- Membaca	- Sepak bola
- Berkemah	- Menari	- Memanjat
- Berlari	- Menggambar	- Memancing

1. My hobby is (surfing) Berselancar
2. Rina likes (drawing) Berlari
3. My hobbies are (cycling) menari and (swimming) Berselancar
4. Your hobby is (climbing) memanjat
5. I like playing (foot ball) sepak bola and (basket ball) Basket
6. Doni likes (jogging) Berlari
7. Your hobbies are (reading) membaca and (singing) Berlari
8. My hobby is (gardening) berkebun
9. He likes (swimming) Berenang and (dancing) menari
10. My hobbies are (cooking) memasak and (camping) Berkemah

B. Name the picture below with the suitable hobby in English! (Berilah nama gambar di bawah ini sesuai dengan hobi dalam Bahasa Inggris!)

1.  (drawing)	2.  (Basket ball)	3.  (surfing)
4.  (swimming)	5.  (singing)	

Student 7

Name: Keusha Aalla Izzaki
 Class: 5A/VA

POST-TEST

B = 11
 $11 \times 5 = 16 \times 5$
 $= 80$

80
 score

Petunjuk:






1. Tulislah nama lengkap dan kelas Anda dalam kolom yang disediakan di atas.
2. Bacalah petunjuk masing-masing soal dengan seksama sebelum menjawab.
3. Isilah jawaban sesuai dengan petunjuk masing-masing soal dengan benar.
4. Gunakan pensil dalam menuliskan jawaban pada lembar yang telah disediakan.
5. Periksa Kembali seluruh jawaban sebelum dikumpulkan.

A. Translate the words in the parentheses into Bahasa Indonesia with the answer in the box! (Terjemahkan kata-kata dalam tanda kurung ke dalam Bahasa Indonesia menggunakan jawaban di dalam kotak!)

Basket	Berkebun	Bersepeda
Berselancar	Bernyanyi	Berenang
Memasak	Membaca	Sepak bola
Berkemah	Menari	Memanjat
Berlari	Menggambar	Memancing

1. My hobby is (surfing)... Memanjat
2. Rina likes (drawing)... Menggambar
3. My hobbies are (cycling)... Bersepeda and (swimming)... Berenang
4. Your hobby is (climbing)... Berenang
5. I like playing (foot ball)... Sepak bola and (basket ball)... Basket
6. Doni likes (jogging)... Berlari
7. Your hobbies are (reading)... Membaca and (singing)... Bernyanyi
8. My hobby is (gardening)... Berkebun
9. He likes (swimming)... Berenang and (dancing)... Menari
10. My hobbies are (cooking)... Memasak and (camping)... Berkemah

B. Name the picture below with the suitable hobby in English! (Beri nama gambar di bawah ini sesuai dengan hobi dalam Bahasa Inggris!)

1.  <u>(climbing)</u>	2.  <u>(Basket Ball)</u>	3.  <u>(cooking)</u>
4.  <u>(swimming)</u>	5.  <u>(singing)</u>	

POST-TEST

$$B = 14$$

$$14 + 5 = 19 \times 5$$

$$= 95$$

Name: Arfa Puji A
Class: 5A

95
score

Petunjuk:






1. Tulislah nama lengkap dan kelas Anda dalam kolom yang disediakan di atas.
2. Bacalah petunjuk masing-masing soal dengan seksama sebelum menjawab.
3. Isilah jawaban sesuai dengan petunjuk masing-masing soal dengan benar.
4. Gunakan pensil dalam menuliskan jawaban pada lembar yang telah disediakan.
5. Periksa Kembali seluruh jawaban sebelum dikumpulkan.

A. Translate the words in the parentheses into Bahasa Indonesia with the answer in the box! (Terjemahkan kata-kata dalam tanda kurung ke dalam Bahasa Indonesia menggunakan jawaban di dalam kotak!)

Basket	Berkebun	Bersepeda
Berselancar	Bernyanyi	Berenang
Memasak	Membaca	Sepak bola
Berkemah	Menari	Memanjat
Berlari	Menggambar	Memancing

1. My hobby is (surfing) .. memancing ..
2. Rina likes (drawing) .. Menggambar ..
3. My hobbies are (cycling) .. Bersepeda .. and (swimming) .. berenang ..
4. Your hobby is (climbing) .. Memanjat ..
5. I like playing (foot ball) .. Sepak bola .. and (basket ball) .. basket ..
6. Doni likes (jogging) .. berlari ..
7. Your hobbies are (reading) .. membaca .. and (singing) .. menyanyi ..
8. My hobby is (gardening) .. Berkebun ..
9. He likes (swimming) .. Berenang .. and (dancing) .. menari ..
10. My hobbies are (cooking) .. memasak .. and (camping) .. berkemah ..

B. Name the picture below with the suitable hobby in English! (Beri nama gambar di bawah ini sesuai dengan hobi dalam Bahasa Inggris!)

1.  (cycling)	2.  (basket ball)	3.  (surfing)
4.  (swimming)	5.  (singing)	

Student 10

POST-TEST

Name: Gentis Natasa Astoria
 Class: 5A

$B = 12$
 $12 + 5 = 17 \times 5$
 $= 85$

85
score

Petunjuk:






1. Tulislah nama lengkap dan kelas Anda dalam kolom yang disediakan di atas.
2. Bacalah petunjuk masing-masing soal dengan seksama sebelum menjawab.
3. Isilah jawaban sesuai dengan petunjuk masing-masing soal dengan benar.
4. Gunakan pensil dalam menuliskan jawaban pada lembar yang telah disediakan.
5. Periksa Kembali seluruh jawaban sebelum dikumpulkan.

A. Translate the words in the parentheses into Bahasa Indonesia with the answer in the box! (Terjemahkan kata-kata dalam tanda kurung ke dalam Bahasa Indonesia menggunakan jawaban di dalam kotak!)

Basket	Berkebun	Bersepeda
Berselancar	Bernyanyi	Berenang
Memasak	Membaca	Sepak bola
Berkemah	Menari	Memanjat
Berlari	Menggambar	Memancing

1. My hobby is (surfing) bersepeda.....
2. Rina likes (drawing) membaca.....
3. My hobbies are (cycling) bersepeda..... and (swimming) berenang.....
4. Your hobby is (climbing) berlari.....
5. I like playing (foot ball) sepak bola..... and (basket ball) basket.....
6. Doni likes (jogging) bersepeda.....
7. Your hobbies are (reading) membaca..... and (singing) bernyanyi.....
8. My hobby is (gardening) berkebun.....
9. He likes (swimming) berenang..... and (dancing) menari.....
10. My hobbies are (cooking) memasak..... and (camping) berkemah.....

B. Name the picture below with the suitable hobby in English! (Beri nama gambar di bawah ini sesuai dengan hobi dalam Bahasa Inggris!)

<p>1.</p>  <p>(<u>cycling</u>)</p>	<p>2.</p>  <p>(<u>Basket ball</u>)</p>	<p>3.</p>  <p>(<u>surfing</u>)</p>
<p>4.</p>  <p>(<u>swimming</u>)</p>	<p>5.</p>  <p>(<u>singing</u>)</p>	

BIOGRAPHY

A. Profile

1. Name : Claire Ifhanatasha Febian
2. Students' Number : 1917404008
3. Place/Date of Birth : Purbalingga, 20 September 2001
4. Address : Kopak Melung, 03/05 Larangan, Kec.
Pengadegan Kab. Purbalingga
5. Name of Father : Arinaldi Febian
6. Name of Mother : Umiyati

B. Formal Education

1. MI Muhammadiyah Larangan, graduation year: 2013
2. MTs Muhammadiyah 07 Kejobong, graduation year: 2016
3. MA Negeri Purbalingga, graduation year: 2019
4. SI UIN Prof. K.H. Saifuddin Zuhri Purwokerto, year of entry: 2019

C. Organization Experiences

1. PC IPM Kejobong
2. Pramuka Dewan Kerja Ranting (DKR) Purbalingga
3. Dewan Ambalan Umar bin Khattab dan Siti Masyitoh
4. Public Speaking Elfira 1
5. Himpunan Mahasiswa Program Studi (HMPS) TBI UIN SAIZU
6. Komunitas Javelin UIN SAIZU
7. UKK Pramuka Dewan Racana Sunan Kalijaga dan Cut Nyak Dien

Purwokerto, 19 August 2023



Claire Ifhanatasha Febian