

**THE EFFECTIVENESS OF TOTAL PHYSICAL RESPONSE  
METHOD ON STUDENTS' VOCABULARY MASTERY  
AT 5<sup>TH</sup> GRADE MI DARUL HIKMAH BANTARSOKA,  
BANYUMAS**



**AN UNDERGRADUATE THESIS**

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

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2024**

## STATEMENT OF ORIGINALITY

### STATEMENT OF ORIGINALITY

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Declare that the thesis I have compiled with the title, "The Effectiveness of Total Physical Response Method in Students Vocabulary Mastery at 5<sup>th</sup> Grade MI Darul Hikmah Bantarsoka, Banyumas" is truly my own work and is not a plagiarism of someone else's thesis. I am fully aware that I have quoted some statements and ideas from several resources. All the materials from other sources and references from work done by other people or institution have been properly cited.

If later on my statement is not true, then I am willing to accept the applicable academic sanctions (revocation predicate and bachelor degree).

Purwokerto, 20 December 2023



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# APPROVAL SHEET



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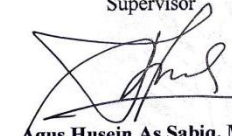
## APPROVAL SHEET

This thesis, entitled  
**THE EFFECTIVENESS OF TOTAL PHYSICAL RESPONSE METHOD  
ON STUDENTS' VOCABULARY MASTERY AT 5<sup>TH</sup> GRADE  
MI DARUL HIKMAH BANTARSOKA BANYUMAS**

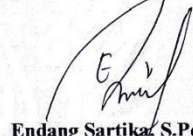
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*Assalamu 'alaikum Wr. Wb.*

After conducting guidance, review, direction, and correction, then through this letter I convey that,

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*Wassalamu 'alaikum Wr. Wb.*

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## **MOTTO**

“Mimpi itu gratis, ambil yang paling mahal”

- Raim Laode



## DEDICATION

*I dedicate this thesis to,*

*My parents especially my beloved mom, Siti Sapurah*

*My dad, Suyud*

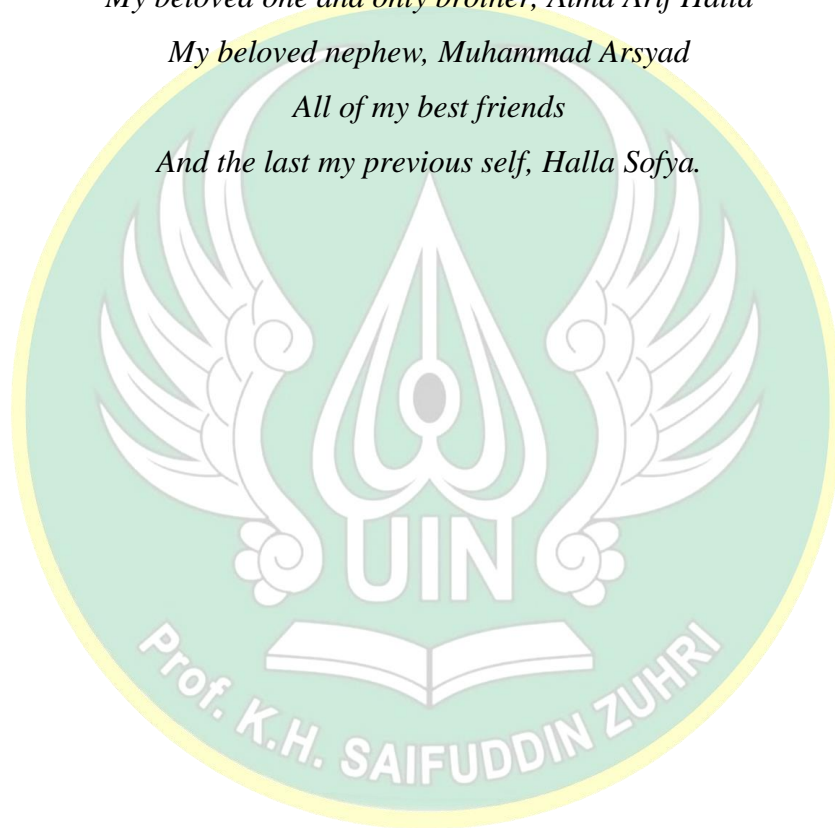
*My beloved sisters, Halla Syarifah and Halla Sajidda*

*My beloved one and only brother, Alma Arif Halla*

*My beloved nephew, Muhammad Arsyad*

*All of my best friends*

*And the last my previous self, Halla Sofya.*



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This thesis is presented as partial fulfillment of the requirement for obtaining the undergraduate degree of the Faculty of Tarbiya and Teacher Training of State Islamic University Professor Kiai Haji Saifuddin Zuhri Purwokerto. This study would like to express deep gratitude and appreciation for:

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Purwokerto, 20 December 2023

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**THE EFFECTIVENESS OF TOTAL PHYSICAL RESPONSE METHOD  
ON STUDENTS' VOCABULARY MASTERY AT 5<sup>TH</sup> GRADE  
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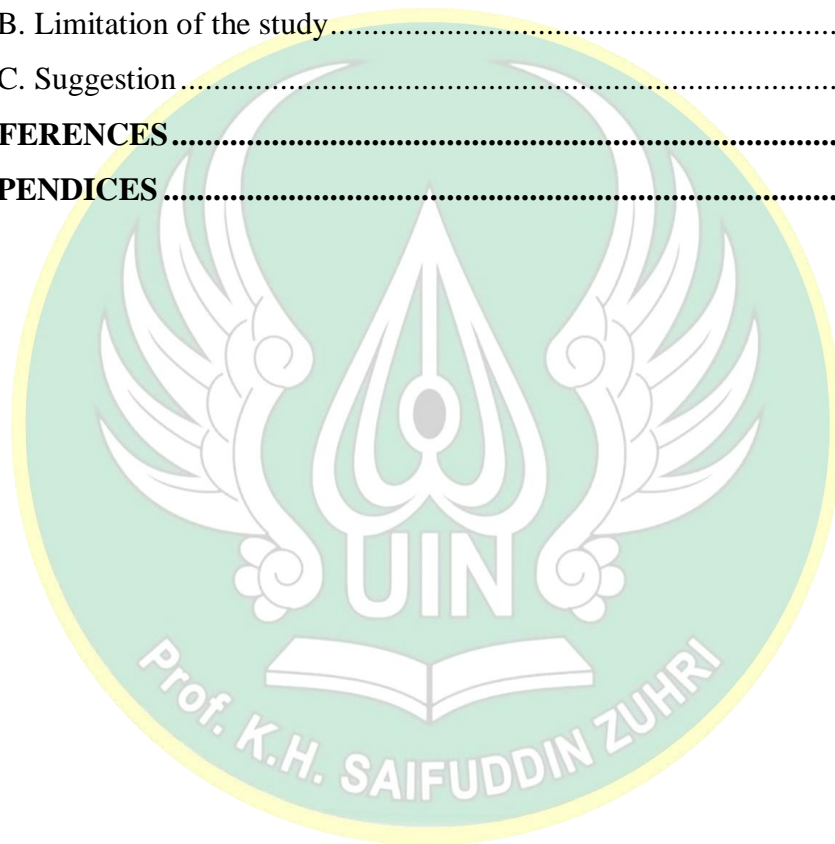
**Abstract** : Vocabulary is one of the most important components in learning English, because it is element that links to the four skills of language learning, speaking, listening, reading, and also writing. The fifth grade students of MI Darul Hikmah were reported struggling to learn and apply the vocabulary, and that becomes the significant obstacle experienced by the teacher. Therefore, researcher conducted this study to determine the effect of Total Physical Response or usually called by TPR on students' vocabulary mastery at fifth grade MI Darul Hikmah Bantarsoka Banyumas. This research employed Quasi Experimental design and quantitative approach. The research population was the fifth grade students of MI Darul Hikmah Bantarsoka, Banyumas, which consisted of 80 students which divided into 3 classes. The research sample was selected using Random Sampling Method through Roulette selection and it was selected that VB as experimental class and VA as the control class. In collecting the data, this study used a Pre-Test and Post-Test in the multiple-choice form which consisted of 20 question. IBM SPSS statistic 26 program was used to analyse the data. The result of the t-test by Paired Sample Test on both groups, experimental group and control group shows that Sig (2-tailed) = 0,000 < 0,050 which means there is an effect between before and after the action of both groups of experiment group and control group. Even though both treatments, conventional method and TPR method are effective, but the level of effectiveness is different. Based on the average n gain calculation of the control class is 0.3940 in the moderate category while the average n gain of the experimental class is much higher, 0.7216 in the high category. Thus, using Total Physical Response Method on students' vocabulary mastery at 5<sup>th</sup> grade MI Darul Hikmah Bantarsoka Banyumas is effective.

**Keywords** : TPR, Students' vocabulary mastery, young learners.

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# CHAPTER I

## INTRODUCTION

### A. Background of the Study

In learning language especially learning English, the one thing that definitely will find is vocabulary. According to Nurhidayah, (2018) Vocabulary is one of the most important components in learning English, especially the position of English in their country as a foreign language. Vina (2013) states that vocabulary has an important role because it is one element that links to the four skills of language learning, speaking, listening, reading, and also writing. In agreement by Wilkins (1972) states that “while without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. This statement showed how important learning or mastering vocabulary is in language learning. English language skills are also very dependent on the amount of vocabulary that memorized or mastered. The more learners memorize vocabulary, the easier it will be for learners to understand and use English properly, and correctly.

According to Ningsih et al (2021) schools must become creative and fun, so students do not experience boredom in the learning process and can develop their talents with the teacher’s guidance. Just like teaching English, to make learning activity more active, effective and more easier, we need to use the right strategy or method according to the level of the school, such as teaching elementary school students. In addition to adjusting the school level, we also need to adjust the internal interests and characteristic of the students, which can be seen from their age and so on. Considering that elementary school students are still young learners, which is according to Mutia (2021) that young learners are like playing and moving, so we need to use strategies with using the method that are as fun as games but can also add lessons in it, such as using the

Total Physical Response as a method in learning English especially learning vocabulary .

According to Rambe (2019), he states that the Total Physical Responses or usually called by TPR method is a teaching method in learning English as a foreign language that developed by James Asher, a psychology professor at the State University San Jose California. Also this TPR according to Nina et al (2016) is one of the methods for teaching language that relates to the coordination of commands, speech and movements so that it is easier for a child especially students of elementary to master a language in their learning, it is in line with Cicih (2019) stating that the main focus of this TPR method is physical activities.

The use of this TPR method is widely recommended by several parties who have implemented it. One of them is Rowland in Benkhaoua & Bouchakour (2019) who did research on 3rd grade bilingual teacher at Texas who is the first American teachers that have adopted the TPR method in their classes. He states that TPR method is greatest way to teach vocabulary, because it force students to think abstractly about the language so they uses bodies to move and get the language.

The reason why choosing the TPR is because TPR is one of the most relatable method to young learners or elementary students characteristics that according to Moon (2005) young learners are still developing linguistically and physically and based on Cicih (2019) stating that the main focus of TPR is listening and physical activities. Several studies have already discussed about TPR method as a alternative to improving vocabulary mastery, such as the study that Rasullah (2017) did it was proven by the students score in each cycle after being taught by him with using Total Physical Response (TPR) method, also Sariyati (2013) with the same state in her result of study that TPR method is effective to improve vocabulary mastery of elementary school. It is proved by post test result of experiment class that was significantly improved after being

given TPR method treatment, different from control class that after being given conventional method treatment.

This present study focus on the Effectiveness of Total Physical Response Method on Students' Vocabulary Mastery At 5<sup>th</sup> Grade MI Darul Hikmah Bantarsoka, Banyumas. Even though this school is regular private school but this school is quite popular in the area and it proven by the amount of students that every stage of class have 3 classes and this is more than the amount of the students in another elementary school in the area.

According Nila & Putro (2021) MI or Madrasah Ibtidaiyya' is part of formal elementary education with religious characteristics. Such as in elementary school level in general. In Madrasah Ibtidaiyya', English is a new material or new subject. Students are taught about basic of English material such as vocabulary, pronunciation etc. Based on preliminary observation that writer did in MI Darul Hikmah Banyumas, writer found that the one of difficulty or obstacle that the teacher experienced was when teaching English especially when teaching vocabulary, the score of vocabulary exercise was not increase significantly, so the learning activities is not really optimized, and learners are still having trouble with memorizing vocabulary. So the writer would like to do experimental research entitled "*The Effectiveness of Total Physical Response Method on Students' Vocabulary Mastery At 5<sup>Th</sup> Grade of MI Darul Hikmah Banyumas.*"

## **B. Operational Definition**

### **1. Vocabulary Mastery**

According to Fauziati & Endang (2010), Vocabulary is one of important thing to learning English, because it is added by Juwita (2019) vocabulary is including to be factors that influences the language learning to practice it. The more vocabulary they knows or masters, the more influences that they have to practice it in oral, written form or

something else. Also it can be said that vocabulary is list of words that someone knows and uses it to communicate everyday.

Vocabulary mastery is the ability of students to recognize, understand, and use the words contained in a language appropriately. Vocabulary mastery is not a simple skill, because it is added by Juwita (2019) that vocabulary is the key to students be able to mastery in English. Students must go through stages in the process of vocabulary mastery so that they can develop properly and correctly. The importance of vocabulary mastery in an effort to master language skills, mastery. Vocabulary students need to get attention, intensive, and comprehensive coaching.

## 2. Total Physical Response

Total Physical Response (TPR) is learning method in learning English as a foreign language that developed by James Asher, a psychology professor at the State University San Jose California. According to Richards & Rodgers (2001), Total Physical Response or usually called TPR is a method that aims to teach language in physical (motor) activity through the coordination or command and action. So it in line with Tarigan (2009) that stated by Megawati & Aulina (2019) that in the Total Physical Response method is about understanding and recollecting obtained well through the students body movements in responding or answering the commands. This Total Physical Response method is quite popular method for introducing vocabulary about action or movement for early childhood. For example using Total Physical Response method in teaching vocabulary is the teachers used rhythm and hand movements to point out part of the body and mention its name like, 'Raise your hand if you finished please!', 'stand up please!', 'attention please!', and so on. So the researcher conducted this study is to determine the effect of Total Physical Response Method on students' vocabulary mastery at 5<sup>th</sup> grade of MI Darul Hikmah Bantarsoka, Banyumas.



### **C. Research Question**

Based on the background of the study, it can be formulated a problem in the research as, Is the use of the Total Physical Response Method significantly effective on students' vocabulary mastery at 5<sup>TH</sup> grade MI Darul Hikmah Bantarsoka, Banyumas?

### **D. Objective of the Study**

According to research question above, the objective of this study is to find out whether the Total physical Response Method is effective on students' vocabulary mastery at 5th grade MI Darul Hikmah Bantarsoka, Banyumas.

### **E. Significance s of the Study**

This research study is expected to give significance valuable contributions presented as follow.

#### 1) Theoretical Significance

- a) To give more information to the readers about the effectiveness of Total Physical Response method on students' vocabulary mastery
- b) The result of the this research can be used as the reference for those who want to use Total Physical Response method on students' vocabulary mastery.

#### 2) Practical Significance

##### a) For teachers

It helps teacher in providing a new teaching method, helps teacher to make an active classroom, and can useful for additional information or references that can be applied the teachers on students' vocabulary mastery.

##### b) For Students English Department

It helps students of English department in analyzing the types of teaching method and as a reference for those who are interested in the subject of linguistic as guidance or comparison in creating thesis with the same subject.

c) For readers

It can be additional knowledge and insight about teaching and English learning, especially in teaching vocabulary. Also it helps readers who are interested in English can use Total Physical Response as teaching method in teaching English.

## **F. Organization of the Paper**

In order to conduct systematic research, it is necessary to classify the paper structure. The structure of this paper will be explained as follows:

The chapter I contains an introduction, which consists of background of the study, operational definitions, research questions, objective of the study, significance of the study, and organization of the paper.

The chapter II contains theories about the effectiveness of Total Physical Response method on students' vocabulary mastery at 5<sup>th</sup> Grade in MI Darul Hikmah Bantarsoka, Banyumas, which consists by literature review, review of relevant studies, and hypothesis.

The chapter III contains research methods. The chapter contains the research design, time and place of the research, population and sample, variable of the research, data collection techniques, research instruments, and data analysis technique.

The chapter IV contains findings, data presentation, data analysis, treatment, and discussion. This chapter describes and answers of the question research.

The chapter V contains conclusion, limitation of the study and suggestion of the research.

## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Framework

1. Vocabulary Mastery
  - a. Definition of Vocabulary Mastery

According to Advanced Learner Dictionary, Vocabulary is range of words known to use or used by a person in trade (Hornby, 1974). Vocabulary contains words or expresses one thought opinion and idea. Every people that want be able to speak English have to learn vocabulary first. Because as As Sabiq & Sukirno (2020) said in their study that vocabulary is include in one of the basic elements or stage that must be mastered by every people who want to learn English. Thus, it can say that there is no language without vocabulary. Then According Hatch & Brown (1995) vocabulary is a list or set of words for a particular language or a list or set of word that individual speakers of language might use.

While, according to Read, vocabulary knowledge relates to learning the meanings of words that are similar to synonyms, dictionaries, or analogous words in the learner's language. Vocabulary is words in every language that usually used by every single person to communicate with each others. To learn vocabulary naturally, individuals must understand the meaning of words and be able to employ them in phrases.

According to Juwita (2019), Mastery is a complete knowledge or complete skill. Mastery means the competency to understand the whole knowledge. Vocabulary Mastery is a collection of vocabulary (words) in a language that contains information about their meaning, form, and usage in the context of communication. It is the fundamental knowledge that pupils need grasp before learning English.

So based on the explanation above, vocabulary mastery is knowledge or skill or ability in understanding and using the vocabulary. Vocabulary related to word and its meaning. The learner should know both of the word and its meaning. It can support the learner in mastery of the basic skills better.

b. The Position of Vocabulary Mastery in Learning English

To learning a foreign language, vocabulary is crucial item that language learners need to mastered. Vocabulary mastery is needed to express our ideas and to be able to understand other people's sayings. Vocabulary is one of the first steps of learning a foreign language, in addition by Alqahtani (2015) that learning vocabulary is including to the one of vital role in all language skills (listening, writing, reading, and speaking). in harmony with Mustafa et al (2019) as cited by Sawitri et al (2021) stated that in learning English, vocabulary becomes one of the most important things. Because a good vocabulary mastery and ability to use it can help learners or students make school work easier and absolutely can do more better in English test.

Based on the explanation above, it can be drawn the conclusions that vocabulary mastery is important thing to must be keep improving in learning foreign language especially learning English. The role of vocabulary as part of the sub skills of the English language is as vital part of learning language.

c. Strategies in Teaching Vocabulary

To teach vocabulary, teacher need to use some strategies or methods that can make students memorize it easily and learning process can be more effective. To support the development of vocabulary in elementary students, educators and parents can employ various strategies or methods:

- 1) Read Aloud: Reading books aloud to children exposes them to new words and contexts, fostering vocabulary development.
- 2) Word Games: Engage in word games like Scrabble, Boggle, or crossword puzzles to make learning vocabulary fun and interactive.
- 3) Contextual Learning: Teach new words in context, helping students understand how words are used in sentences and real-life situations.
- 4) Encourage Writing: Encourage students to write regularly, incorporating new vocabulary into their compositions.
- 5) Use of Technology: Educational apps and online resources can provide interactive ways for students to expand their vocabulary.
- 6) By recognizing the importance of vocabulary and incorporating intentional strategies to enhance it, educators and parents can contribute significantly to the academic and personal growth of elementary students.

Added by Putri (2010), here are some simple strategy activities to teaching vocabulary,

- 1) Discussion unfamiliar words.
- 2) Communicative activities, such as role-play requiring use of the words.
- 3) Making the use of vocabulary in written tasks, such as matching pictures to words, parts of words to other parts, also matching words to other words.
- 4) Memory games or method, like a method that writer bring up in this research for improving vocabulary mastery, it is Total Physical Response Method.

Beside the usual learning strategies carried out by educators, teacher, and parents above, here are also some kind of learning vocabulary strategies that can learners do it by themselves such as,

- 1) Word wall
- 2) Word box
- 3) Vocabulary notebooks
- 4) Semantic mapping
- 5) Word cards
- 6) Etc.

d. Vocabulary for Elementary

As already mentioned before, and also added by Maryo (2021), English is still a foreign language in Indonesia. Based on Indonesian Laws called as UU No. 20, 2020 Sisdiknas about compulsory education program 12 years was started from elementary until senior high school. Also in this elementary, English subject was started to be taught in school. So the English like the vocabulary that be taught is still basic.

According to Common European Framework of Reference for Language (CEFR), an international standard for measuring languages ability, there is six level that can be briefly summarized by Lynda Taylor and Cyril J Weir (2005) as follows,

**Table 1 : The Level of CEFR**

<b>Level</b>	<b>Description</b>
A1 (Starter)	Is the point at which the learner can interact in a simple way; ask and answer simple questions about themselves, such as where they live, people they know, and things they have.
A2 (Elementary)	Reflects the waystage specification with the majority of descriptors stating social function such as greet people; ask how they are and react

	the news; make and response to invitations; discuss what to do; where to go and make arrangements to meet; make and accept offers.
B1 (Intermediate)	Reflects the Threshold Level, with two particular features: maintaining interaction and getting across what you want to; give or seek personal views and opinions in an informal discussion with friends; express the main point he/she wants to make comprehensibly, keep going comprehensibly, etc.
B2 (Upper Intermediate)	Reflects new emphases: effective arguments such as, account for and sustain opinions in discussion by providing relevant explanation, arguments, and comments; explain a view point on a topical issue giving the advantages and disadvantages of various options; holding your own in social discourse such as, adjust to changes of direction, style and emphasis normally found in conversation, etc.
C1 (Expert)	Is characterized by access to broad range of language that result in fluent, spontaneous communication such as, express him/herself fluently and spontaneously like almost effortlessly; produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connector, and cohesive devices; etc.
C2 (Mastery)	Represent the degree of precision and ease with the language of highly successful learners: convey finer shades of meaning precisely by using with

	reasonable accuracy, a wide range of modification devices; and a good command of idiomatic expressions and colloquialisms with awareness of connotative level of meaning; etc.
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Although it is not actually determined based on age or school level, according to researcher experience when giving the treatment in class that elementary school student in general is usually still building the foundations of their language skills, including a basic understanding of vocabulary, grammar, and speaking and listening skills. So it can be concluded the level of CEFR of elementary students or vocabulary for elementary is include between level A1 (Starter) or A2 (Elementary), it is determine based on individually, because that the individual progress may vary, and some students may achieve higher levels.

## 2. Total Physical Response Method

### a. Definition of Total Physical Response Method

According to Sojuangon (2019) The Total Physical Response is language teaching method that developed by James Asher, a psychology professor at the State University San Jose California. According Nina et al (2016), Total Physical Responses or usually called by TPR method is one of the methods for teaching language that relates to the coordination of commands, speech and movements so that it is easier for a child especially students of elementary to master a language in their learning, so it along the line of Cicih (2019) states on her study that the main focus of TPR method is physical activities. It combines language and gesture, thus making language acquisition more natural and memorable (Ika, 2020). According to Larsen-Freeman (1986) that cited by Nining (2017), This method has some features there are;



- 1) The teacher directs and students act in response the instructor is the director of the stage play in which the students are the actors.
- 2) Listening and physical response skills are emphasize over oral production.
- 3) The imperative mood is the most common language function employed, even well intro advanced level.
- 4) Whenever possible, humor is injected into the lesson to make learning be enjoyable for learners.
- 5) Students are not required to speak until they feel naturally ready or confident enough to do so grammar and vocabulary are emphasize over written language.

b. The Characteristics of Total Physical Response Method

Here are some characteristics of Total Physical Response Method by Larsen-Freeman (1986) & Rodgers (2003) that cited by Widodo (2005) as follows,

- 1) Learners are geared to highlight physical actions and activity, learners play main roles: a listener and a performer.
- 2) Learners need to respond both individually and collectively; they have minor influence on the content of learning in as much as content is determined by the teacher.
- 3) Learners are expected to recognize and respond to novel combinations of previously taught items. Such novel utterances are re-combinations of constituents the teacher has used directly in training. For example, the teacher directs learners with '**Walk to the table!**', '**Raise your hand!**', '**Touch your book!**' and '**Sit on the chair!**' These are familiar to learners since they have practiced responding to them.
- 4) Teacher plays an active and direct role: the director of a stage play in which the learners are the actors.

- 5) Teacher is who totally decides what to teach, who models and presents the new materials, and who selects supporting materials for classroom use. Therefore, the teacher ought to be well prepared and well organized so that the lesson flows smoothly and predictably.
- 6) Teachers are responsible for giving commands and monitoring actions taken by the learners. On the contrary, the learners are imitators of teacher s verbal and non-verbal models.
- 7) The first phase is modeling. In this case, a teacher issues commands to learners, and performs the actions with them.
- 8) The second phase, learners demonstrate that they grasp the commands by performing them alone; the teacher monitors the learners actions.

c. The Steps of Total Physical Response

According to Widodo (2009), before starting the TPR activity, highly recommended to the teacher to be well prepared and well organized all things that will you do or you will perform so that the lesson can flows smoothly and predictably. Like write down the exact utterances, instructions or commands that will be using, because there is usually no time to create utterances spontaneously.

Referring to Nabila (2022) here are the steps to teach vocabulary through Total Physical Response method as follows,

- 1) Write down the keywords that will teacher use (visual).
- 2) Tell the meaning of the keywords, sentences, instruction, or commands to the students (hearing)
- 3) Tell the students to listen the example instruction that teacher gives (hearing).
- 4) Give the example of the act of imitation (kinesthetic).

There are many types activity of Total Physical Response which means each types activity have different steps, but here are general steps of Total Physical Response method.

- 1) After teach the vocabulary in the pronounce, the meaning, and so on. Give the instruction of this kind of method, how, when and what students have to do.
- 2) Write down the example of instruction, utterance or commands.
- 3) Ask the students to pay attention what teacher's said.
- 4) Do the trial at least 3 times, then give instruction to the students to do it seriously together with giving punishment who did it wrong. The aims of punishment is to encourage and motivated the students to do it seriously and correctly.
- 5) Repeat over and over again. Until the students who did wrong only a few. (pay attention to the the time that has been set in lesson plan).

### 3. Teaching English For Young Learners

#### a. The Definition of Teaching English For Young Learners

English for Young Learners or commonly called by EYL is teaching English to early children. Early childhood referred to here refers to children starting their first year of formal schooling (6-7 years) up to around the ages of 11-12 or about student elementary age. According to Halliwell that cited by Lelawati et al (2018), Young learners have own special characteristic that differentiate them from adult learners. In conjunction with Cameron (2001) as cited by Prayatni (2019) stated that the distinction between teaching foreign language to young learners and to adult are obviously contrast. Young learners are more enthusiastic and lively as learners than adult, also young learners often seem less embarrassed than adult in talking with new language. It should be know and understood by the teacher to give contribution to improve their quality of teaching process.

This study conducted in Madrasah Ibtidaiyyah. According to Tholkhah (2016) Madrasah is from Arabic word that means "the learning place" while in English, Madrasah means school. The

place for studying or teaching activities. And Madrasah Ibtidaiyyah is equal with Elementary where the students still including in young learners term.

b. The Characteristic of Young Learners

In teaching young learners English, there are some characteristics of young learners. For the first, presented by Clark that cited Ekawati (2017) on her study as follows,

1. Children are still in the stage of developing. They are developing common skill such as turn talking and the use of body language.
2. Children are developing conceptually. They develop their way of thinking from the concrete to the abstract thing. Children have no real linguistics, different from the adult learners that already have certain purpose in learning language, for instances, to have a better job, children rarely have such needs in learning a foreign language. They learn subject what schools provide for them.
3. Young children are very egocentric. They tend to resolve around themselves.
4. Children get bored easily. Children have no choice to attend school. The lack of the choice means that class activities need to be fun interesting and exciting as possible by setting up the interesting activities.

It is in line with Moon (2019) is opinion that the characteristics of children or young learners is as follows,

1. Young learners are still learning how to regulate and manage their behaviour and feelings. When young learners or children happy and very excited or get angry, they are often lose control of their feelings.
2. Young learners will give more attention to meaning rather than form. Children's natural instinct in any situation is to understand

and make sense of it. It can be seen when young learners watching a foreign cartoon or film, they are trying to work out to understand what is going on, using visual clues or physical in situation such as expression on place or people faces.

3. Young learners are learning through experience and physic activity. They are have big curious feelings about something new for them. With exploring about many things around them.

Also added by Scott and Lisbeth (1992) which has been cited in Prayatni (2019) present the characteristic of young learners such us,

1. Young learners have particular point of view.
2. Young learners are able to describe the distinction between fiction and fact.
3. Young learners are curious with asking a lot question.
4. Young learners believe in what is said in fact to comprehend and express the meaning or message that they received.
5. Young learners are truthful and open to what happens in the classroom and begin asking the teacher's decision.
6. Young learners can cooperate with each other and learn from others.

Children or young learners have a strong instinct from birth to explore their environment. And it can be seen from the way the young learners do something with really active.

Based on some expert's explanation above, it can be take conclusion that young learners are still developing cognitively, linguistically, physically, and emotionally. They are more prefer to learning through physical activities. So to teach English term to young learners successfully, teacher needs good teaching skills, creativity, thorough preparation and patience also take appropriate strategies or method. Teacher must have all these attributes in order to make young learners keep motivated in learning English.

Based on characteristics of young learners that been explained before, it is perfectly suitable with Total Physical Response Method to teaching English for young learners especially vocabulary that has basic physical activity.

## **B. Previous Studies**

Based on several sources related to this research, there are previous researches related to the topic of this research. And these previous research has showed that Total Physical Response is effective in improving students' vocabulary. The comparison of the previous research are provided as follows.

The first research entitled “The Effectiveness of The Total Physical Response Method in Vocabulary Mastery At State Elementary School of Mendalanwangi 03”, was written by Ismi Ata Nabila from the States Islamic University of Malang in 2022. This study aims to analyze the effectiveness of TPR method in elementary students' vocabulary mastery, to know any significant difference between using Total Physical Response and to find out if scores increase before and after using Total Physical Response. This study has some similarities and differences with the writer. For the differences, this research used *Pre Experimental* while the writer used *Quasi Experimental, Pretest-Posttest Control Group Design*. This study involving just one group experimental, while the writer use two groups, experimental group and control group. For the similarities, the writer has the same subject, and object, TPR method and student of elementary. This study has findings that teaching using the TPR method effectively improves students' vocabulary mastery. This has been calculated by the author of this study using the results of the Paired Sample T-test showing that Sign.

The second research entitled “Improving Students' Vocabulary Mastery Through Total Physical Response Method at Seventh Grade Students' of MTS Hidayatussalam”, that was written by Ika Nurhalimah

from UINSU Medan in 2020. This study was conducted to describe the improvement of students' vocabulary mastery through Total Physical Response method at seventh grade students of MTS Hidayatussalam in 2020/2021 academic year. In this research, the English teacher of MTs Hidayatussalam act as the observer. This study has some similarities and differences with the writer. For the differences, the writer using Experimental method, while this study use Classroom Action Research design. Then the writer and this study also had similarities, with the same to using TPR method and had same variable, vocabulary mastery.

The third research entitled "Improving Young Learners' Vocabulary Mastery By Using Total Physical Response With Object (TPR-O) Technique (Classroom Action Research at the Fifth Grade Students of SD Negeri 56 Bengkulu City, Academic Year 2018/2019), was written by Juwita from IAIN Bengkulu in 2019. The subject of this research was students of fifth grade. This study was carried out to find out the use of TPR with objects that can improve students' mastery of vocabulary. The writer has the same method of the research, but the distinction between researcher and the writer are the types of research method, this study using Classroom Action Research but the writer just using an Experimental Research. This study has findings that Total Physical Response can improve the students' English vocabulary and the students easily memorized the words used with the object also most of the students became more active in the teaching and learning process. The test compares students' vocabulary skills before and after implementation. The average score from the last post-test (80, 7%) was higher than the average diagnostic test (56.4%).

The last, a research entitled "Using Total Physical Response (TPR) Method on Young Learners English Language Teaching", that was written by Cicih Nuraeni from BSI University in 2019. This research was conducted to describe the use of Total Physical Response method on Young Learners in English Language Teaching at Panti Asuhan Yauma. In

this research the researcher describes the activities carried out by teachers and students by using TPR method. This study has some similarities and differences with the writer. For the differences, the method of this research is descriptive Qualitative method, while the writer is using Quantitative method. The writer has same method with this study, TPR method. Then for the differences, the writer has elementary (MI) students' as the object, while this study has students of Panti Asuhan that has various ages. This research finding first showed that when using the TPR method children enjoyed and were also very active in learning English. It was proved by the score from pre and post test that was conducted on this research.

### **C. Hypothesis**

The goal of this study is to determine whether or not empirical evidence for students learning vocabulary through Total Physical Responses (TPR) is useful on students' vocabulary mastery.

To get the response to the aforementioned hypothesis, the author provides alternative hypothesis (Ha) and null hypothesis (Ho) as follows:

1. Null Hypothesis (Ho); There is no significant difference of students' achievement in vocabulary mastery before the action class and after the action
2. Alternative Hypothesis (Ha); There is a significant difference of students' achievement in vocabulary mastery before the action class and after the action.



## CHAPTER III

### RESEARCH METHODOLOGY

This chapter describes the process of answering the research question. It contains type of the research, time and place, collecting data and data analysis.

#### **A. Research Design**

In order to make the research going in the right way, a research design is absolutely needed. Research design is the framework of research methodologies and methods selected by a researcher. This study use quantitative approach with experimental method. According to Jaedun (2011), The experimental method is the only research method considered best able to test the hypothesis of a causal relationship, or most able meet internal validity. In harmony with Borg & Gall (1983) that stated by Jaedun (2011), experiment research is the research that the most reliable scientific (the most valid), in as much as carried out by strictly controlling the confounding variables beyond what was experimented with. Then quantitative methods emphasize objective measurements and the statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, pretest and post-test, etc.

Added by Sutedi (2009), the experimental method is a way for testing the effectiveness and efficiency of a particular approach, method, technique, or teaching material and learning, so that the results may be used to determine whether or not it is effective in actual teaching. This type of the research was quasi experimental design, which according to Sugiyono (2006) quasi experimental is a research method that has a control group but cannot fully function to control external variables influence the implementation of the experiment. This study used Quantitative method and utilize by Descriptive Quantitative method to describe the situation that was observed in the field in a more specific,

transparent, and in-depth manner so the data is presented in numerical and table form.

Research design was used *Pre-Test and Post-Test Control Group Design*. There were two groups that selected randomly that given pretest to determine the initial conditions students' vocabulary mastery to both group before treatment. Good Pre-Test results are when the scores of the experimental group and the control class are not much different. Then experiment group given treatment with Total Physical Response Method, while the control group given the conventional method. After that both classes given a post test at the last step to find out whether there are significant differences between the experimental group that did given treatment and the control group that did not given treatment.

**Table 2 : Pre-Test and Post-Test Control Group Design**

Sample	Pretest	Treatment	Posttest
<b><i>Experiment Group</i></b>	O <sub>1</sub>	X	O <sub>2</sub>
<b><i>Control Group</i></b>	O <sub>3</sub>	-	O <sub>4</sub>

Source by: Sugiyono, Metode Penelitian Pendidikan

X : Treatment for Experiment Class

O<sub>1</sub> : Pretest Experiment Class

O<sub>2</sub> : Posttest Experiment Class

O<sub>3</sub> : Pretest Control Class

O<sub>4</sub> : Posttest Control Class

## B. Time and Place

The research was held start from October 10<sup>th</sup> until November 8<sup>th</sup> 2023 in 5<sup>th</sup> Class of MI Darul Hikmah Bantarsoka, Banyumas.

**Table 3 : Time and Place of Research**

No.	Class	Meeting	Time
1.	V A	Pre-Test	Tuesday, October 10 <sup>th</sup> 2023

2.	V B	Pre-Test	Wednesday, October 11 <sup>th</sup> 2023
4.	VB	Function of part of the body and 1 <sup>st</sup> Treatment (Using Total Physical Response Method)	Wednesday, October 18 <sup>th</sup> 2023
6.	V B	Symptoms and Disease in 2 <sup>nd</sup> Treatment (Using Total Physical Response Method)	Wednesday, October 25 <sup>th</sup> 2023
7.	V A	Post-Test	Tuesday, November 7 <sup>th</sup> 2023
8.	V B	Post-test	Wednesday, November 8 <sup>th</sup> 2023

### C. Population and Sample

#### 1. Population

According to Amrulloh (2015), population is a whole set of elements that have a number of characteristics general, consisting of fields to be examined. Population is an entity or subject that exists in a specific area and meets particular conditions connected to research difficulties. Humans who are used as data sources are referred to as populations. In this study, the population was 5<sup>th</sup> grade MI Darul Hikmah Bantarsoka, which 5<sup>th</sup> grade has 3 classes and each class has about 26-27 students, so the total students are 80 students. So here the table information of total students in 5<sup>th</sup> grade MI Darul Hikmah Bantarsoka as follows:

**Table 4 : Population of the Research**

No.	Class	Male	Female	Total
1.	5 <sup>th</sup> A Class	14	13	27
2.	5 <sup>th</sup> B Class	17	10	27
3.	5 <sup>th</sup> C Class	15	11	26

Total of 5 <sup>th</sup> grade students':	80
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## 2. Research Sample

According to Amrulloh (2020) Research Sample is a subgroup of the population that selected for this research. Because of the research design was *Pre-Test and Post-Test Control Group Design*, which was just 2 classes needed for this research and the population was homogen, so the writer used *Simple Random Sampling* technique through roulette wheel selection method for select two classes as the research sample, and there are two classes selected, A and B class. It was chosen B class as experimental group and A class as control group. Because of the amount of both classes were less than 100 students, so the sample of this research were all students of A and B class.

## D. Variable of the Research

According to Jaya (2020) research variable is something determined by the research based on the research to be carried out or an object attribute that stands, and it that variable there is data that complements it. In this research there were 2 variables that used, here the explanation as follows,

### a. Independent Variable

According to Ulfa (2020) the independent variable is a condition or value that if appears, it will appears up (change) another condition or value. Added by Soesilo that cited by Rafa (2020) Independent variables can also be interpreted as variables that can influence or be the cause of appear up or changes of the dependent variable.

Based on the research title, *The Effectiveness Of Total Physical Response Method On Students' Vocabulary Mastery At 5<sup>th</sup> Grade Mi Darul Hikmah Bantarsoka Banyumas*, so the independent variable of this research was Total Physical Response Method.

b. Dependent Variable

Dependent variable is become the primary interest to the researcher or the main problem for the researcher, which then becomes the object of research. Thus, the dependent variable is variables that are influenced or a result of the existence of the independent variable. In this research, the dependent variable was students' vocabulary mastery.

**E. Data Collection Techniques**

According to Soesilo (2018), in the educational experiment research, there are many techniques of collecting data with using instrument of the research such as, test, behavior scale, observation, and many more. Here the explanation as follows:

a. Test



This study used data collecting of test, that were pretest and post-test. The pretest was given before the treatment. It aimed to measure of the students' vocabulary mastery. Then the post test was given in the last step after the treatment that have been given. It aimed to measure of students' vocabulary mastery after conducted the treatment using Total Physical Response Method. In this research, the test that researcher used was multiple-choice form.

b. Treatment

Treatment was given two meetings with "I Have Fever" theme lesson that discuss about part of body and symptoms in experimental group only with Total Physical Response Method. Each meeting time was 60 minutes. For the 1<sup>st</sup> meeting was held in Tuesday, October 17<sup>th</sup> 2023, 2<sup>nd</sup> meeting was held in Tuesday, October 24<sup>th</sup> 2023. While the control class was given same in three meetings with conventional method. For the 1<sup>st</sup> meeting was held in Wednesday, October 18<sup>th</sup> 2023, 2<sup>nd</sup> meeting was held in Wednesday, October 25<sup>th</sup> 2023.



1) Treatment of Experiment Group

**Table 5 : Treatment of Experiment Group**

Time	Learning Activities
1 <sup>st</sup> Meeting	<ol style="list-style-type: none"> <li>1. Sing “Head, Shoulders, Knees, and Toes” song together.</li> <li>2. Learn about the part of the body.</li> <li>3. Fill the blank name the part of the body.</li> <li>4. Playing Simon Says Game “Part of the body”</li> <li>5. Learn the name part of the body disease.</li> </ol> <p style="text-align: center;"><b>Image 1 : 1st Meeting</b></p> 
2 <sup>nd</sup> Meeting	<ol style="list-style-type: none"> <li>1) Learn about the part of the body disease.</li> <li>2) Playing Simon Says Game “Part of the body disease”</li> <li>3) Listen the audio and answer the question.</li> <li>4) Read the dialog together.</li> <li>5) Do the work</li> </ol> <p style="text-align: center;"><b>Image 2 : 2nd Meeting</b></p> 

2) Treatment of Control Group

**Table 6 : Treatment of Control Group**

Time	Learning Activities
1 <sup>st</sup> Meeting	<ol style="list-style-type: none"> <li>1) Learn about the part of the body.</li> <li>2) Fill the blank name the part of the body.</li> <li>3) Memorizing the name part of the body also each part function.</li> <li>4) Learn the name part of the body disease.</li> </ol> <p style="text-align: right;"><b>Image 3 : 1st Meeting</b></p> 
2 <sup>nd</sup> Meeting	<ol style="list-style-type: none"> <li>1. Learn about the part of the body disease.</li> <li>2. Memorizing the part of the body disease.</li> <li>3. Listen the audio and answer the question.</li> <li>4. Read the dialog together.</li> <li>5. Do the work</li> </ol> <p style="text-align: right;"><b>Image 4 : 2nd Meeting</b></p> 

## F. Research Instruments

Research instruments are used to measure variable values researched. Here are the research instruments used in this research.

### 1. Test

#### a. Pre-Test

The instruments used in this research for the first step was a Pre-Test in the form of a multiple-choice test containing 20 questions. The type of measurement scale used is the *Guttman Scale*, where the correct answer to each question is given the highest value 1, while the wrong answer to each question is given a value 0. The Question of Pre-Test was arranged based on the question indicators. Here are the Pre-Test Guidelines,

**Table 7 : The Guidelines of Pre-Test**

Basic Competencies	Question Indicators	Question Form	Question Number
1. Describing the body parts.	Determine body parts according to the stated question functions.	Multiple-choice	1, 3, 4, 6
	Determine the function according to the body part mentioned.	Multiple-choice	2, 5
2. Responding to very simple verbal instructions regarding the body parts.	Determine the disease according to symptom or expression or response.	Multiple-choice	7, 8, 9, 10, 11
3. Asking and giving news using the right language. ( <i>Part of body sympathy</i> )	Determine responses to sympathy sentences by completing the incomplete sentences according to the existing	Multiple-choice	12, 13, 14, 15



	conversation.		
4. Identifying short messages containing hopes for someone's recovery using the right language.	Determine sentences that show hope for someone recovery.	Multiple-choice	16, 17, 18, 19,
	Completing the incomplete sentences with words that show hope of recovery.	Multiple-choice	20

b. Post-Test

The instrument used in this research for the last step was Post-Test. For the form, type measurement scale, and instrument guidelines more or less was same with the Pre-Test. The difference is just of type of question only. The aims of created pretest and posttest questions with different questions is to avoid students answering questions just because they remember the pretest question, not because they know the meaning, answer, and understand the question. This Post-Test also was arranged by question indicators, here are the guideline of Post-Test.

**Table 8 : The Guidelines of Post-Test**

Basic Competencies	Question Indicators	Question Form	Question Number
1. Describing the body parts.	Determine body parts according to the stated question functions.	Multiple-choice	3, 5, 6
	Determine the function according to the body part mentioned.	Multiple-choice	1, 2, 4
2. Responding to very simple verbal instructions regarding the	Determine the disease according to symptom or expression or response.	Multiple-choice	7, 8, 9, 10, 11, 15

body parts.			
3. Asking and giving news using the right language. ( <i>Part of body sympathy</i> )	Determine responses to sympathy sentences by completing the incomplete sentences according to the existing conversation.	Multiple-choice	12, 13, 14,
4. Identifying short messages containing hopes for someone's recovery using the right language.	Determine sentences that show hope for someone recovery. Completing the incomplete sentences with words that show hope of recovery.	Multiple-choice Multiple-choice	16, 17, 18, 19, 20 3, 5, 6

## 2. Testing Research Instruments

### a. Validity Test

According to Janna (2021) validity test is a test that has functions to see whether a measure stuff to measuring instrument is valid or invalid. The measuring instruments referred to here are the questions or questionnaire. Validity is important because the validity test results are confirmed to be valid and cannot be changed. In addition, the variables that determine the scale can be used to explain a phenomenon. According to Azwar that stated by Makbul (2021), validity is measure how far the accuracy and the precision a measurer instrument can perform its measuring function. To validity test, the writer use Construct Validity which is according to Sugiyono that stated by Sukendra & Atmaja (2020) Construct Validity is the concept test that behind the arrangement of measuring instruments. To construct validity test, judgment expert can be used. In this validity test, each question use item analysis, that is to

correlate the score of each item with the total score which is the sum of each item score. Validity Test that researcher used here was expert judgement and validity statistic by SPSS. Here the explanation of the instruments validity that used in this research as follows,

1) Expert validity

Expert validity used in this research, the research instrument was judged by two lecturer of UIN Prof. K.H. Saifuddin Zuhri Purwokerto. The validity of students' vocabulary mastery instrument Pre-Test and Post-Test form (20 of multiple-choice question) showed that the question were considered valid with a few revision.

2) Validity statistic by SPSS

To find the validity status, the researcher was used Pearson Correlation Product Moment Formula for find out the coefficient correlation the product moment. The data that used in this validity test are the results of instrument Pre-Test and Post-Test in VI A class as instrument trials class.

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

Explanation:

$r_{xy}$  : coefficient correlation

X : Item score

Y : Total score item

n : Total amount of responden

**Judgement :**

If  $r$  count  $\geq r$  table = **Valid**

If  $r$  count  $\leq r$  table = **Invalid**

a) Validity Test by SPSS of Pre-Test

**Table 9 : The Result of Validity Test (Pre-Test)**

No.	<i>r</i> table	<i>r</i> count	Category
1	0,3809	0,679	Valid
2	0,3809	0,714	Valid
3	0,3809	0,609	Valid
4	0,3809	0,718	Valid
5	0,3809	0,655	Valid
6	0,3809	0,718	Valid
7	0,3809	0,777	Valid
8	0,3809	0,679	Valid
9	0,3809	0,679	Valid
10	0,3809	0,609	Valid
11	0,3809	0,553	Valid
12	0,3809	0,507	Valid
13	0,3809	0,551	Valid
14	0,3809	0,553	Valid
15	0,3809	0,507	Valid
16	0,3809	0,609	Valid
17	0,3809	0,777	Valid
18	0,3809	0,484	Valid
19	0,3809	0,777	Valid
20	0,3809	0,507	Valid

Because of *n* value or total amount of responden was 26, so the *r* table is 0,3809. And based on the table above, can be seen each question is **valid** because of ***r* count  $\geq$  *r* table**. So the instrument of all question this Pre-Test is feasible and usable.

b) Validity Test by SPSS of Post-Test

**Table 10 : The Result of Validity Test (Post-Test)**

No.	<i>r</i> table	<i>r</i> count	Category
1	0,3809	0,592	Valid
2	0,3809	0,694	Valid
3	0,3809	0,609	Valid
4	0,3809	0,690	Valid
5	0,3809	0,659	Valid
6	0,3809	0,718	Valid
7	0,3809	0,898	Valid
8	0,3809	0,926	Valid
9	0,3809	0,485	Valid
10	0,3809	0,505	Valid
11	0,3809	0,871	Valid
12	0,3809	0,485	Valid
13	0,3809	0,457	Valid
14	0,3809	0,596	Valid
15	0,3809	0,408	Valid
16	0,3809	0,609	Valid
17	0,3809	0,737	Valid
18	0,3809	0,898	Valid
19	0,3809	0,788	Valid
20	0,3809	0,607	Valid

As already explained before, because of *n* value or total amount of responden was 26, so the *r* table is 0,3809. And based on the table above, can be seen each question is valid because of *r* count  $\geq$  *r* table. So the instrument of all question this Pre-Test is feasible and usable.

## b. Reliability Test

The reliability is a measurement indicates the degree to which the measurement is without bias (free from error) and because of that guarantees consistent measurement across time and across various items in instrument. For this reliability, the writer use Cronbach's Alpha formula as follows,

$$r_{11} = \frac{k}{k-1} \left( 1 - \frac{\sum \sigma_b^2}{\sigma_t^2} \right)$$

$r_{11}$	= Instrumen reliability
$K$	= The number of question item
$\sum \sigma_b^2$	= The number of variants item
$\sigma_t^2$	= Variants total

### Judgement :

If the result of Cronbach's Alpha value  $\geq 0,60$  = **Reliable**

If the result of Cronbach's Alpha value  $\leq 0,60$  = **Unreliable**

Here are the result of reliability test of Pre-Test and Post-Test will be explained as follows.

### a) Reliability Test of Pre-Test

**Table 11 : The Result of Reliability Test (Pre-Test)**

Reliability Statistics	
Cronbach's Alpha	N of Items
.914	20

Based on the table Reliability Statistic above, can be seen the Cronbach's Alpha of this Pre-Test is 0,914 which is  $\geq 0,60$  , so it can be concluded that this instrument is **Reliable**.

## b) Reliability Test of Post-Test

**Table 12 : The Result of Reliability Test (Post-Test)**

Reliability Statistics	
Cronbach's Alpha	N of Items
.921	20

And based on the table Reliability Statistic above, can be seen the Cronbach's Alpha of this Pre-Test is 0,921 which is  $\geq 0,60$  , so it can be concluded that this instrument is **Reliable**.

## G. Data Analysis Technique

In this research, data analysis carried out after conducting the research, and all data that needed have been collected. Researcher used descriptive statistics in analyzing the data. Here the explanation as follows,

### 1. Normality Test

Normality Test is used to know whether the data from the population that distributed normal or not. The *Kolmogorov Smirnov* type of normality test was used. Here the explanation of this normality test judgement as follows,

**Judgement :**

If the sig (p-value)  $\geq \alpha$  = **Not Normally Distributed**

If the sig (p-value)  $\leq \alpha$  = **Normally Distributed**

\*  $\alpha = 0,05$

### 2. Homogeneity Test

According to Usmani (2020) The homogeneity test is used to determine whether or not the population variance is from the same variation. This test is carried out as a prerequisite in the analysis of the independent sample T-Test and Anova. The homogeneity test was used to determine whether or not the data from the two groups included the same variation. This type of test,

made use of SPSS version 23 software. And the research used Levene Test Formula of this Homogeneity Test. The Levene Statistic with = 0.05 is used in this study. If the homogeneity score more than 0,05, it can be concluded that the data was regarded to be homogeneous.

### 3. Hypothesis Test

N Gain is used to know the difference of Pre-Test and Post-test result that will be compared with the difference of ideal score and Pre-Test. Here the N Gain Formula will be explained as follows,

$$N - Gain = \frac{Posttest\ score - Pretest\ score}{Ideal\ Score - Pretest\ score}$$

**Table 13 : N-Gain Criteria**

<b>N-Gain Score</b>	<b>Category</b>
$0,70 \leq g \leq 1,00$	High
$0,3 \leq g < 0,7$	Enough
$0,00 < g < 0,3$	Low
$g = 0,00$	No Increase Occurred
$-1,00 \leq g < 0,00$	There was a decline

### 4. T-Test

This T-Test carried out to know the effect of using Total Physical Response Method on students' vocabulary mastery. The t-test was used by the researcher to determine whether the null hypothesis or alternative hypothesis should be accepted or rejected. The t-test used in this study is a Paired Sample T-Test with a two-tailed significance test. To get the response to aforementioned hypothesis, the researcher provides alternative hypothesis ( $H_a$ ) and null hypothesis ( $H_0$ ) as follows,



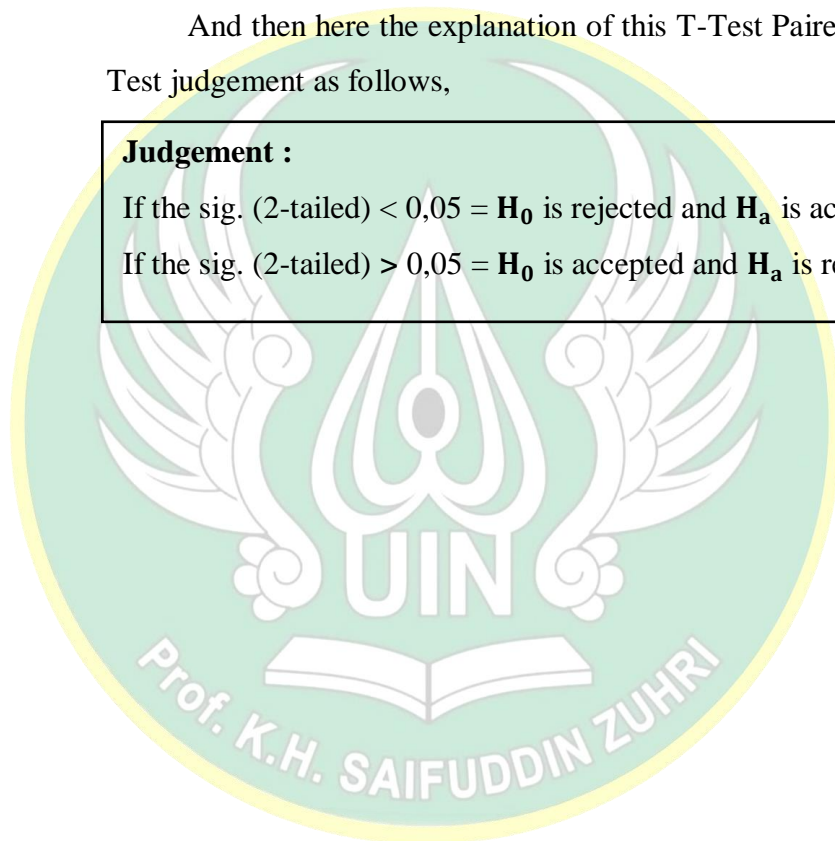
- a) Alternative Hypothesis  $H_a$  = There is no significance difference of students' achievement in vocabulary mastery between before the action or treatment and after the action or treatment.
- b) Null Hypothesis  $H_0$  = There is significance difference of students' achievement in vocabulary mastery between before the action or treatment and after the action or treatment.

And then here the explanation of this T-Test Paired Sample Test judgement as follows,

**Judgement :**

If the sig. (2-tailed)  $< 0,05 = H_0$  is rejected and  $H_a$  is accepted

If the sig. (2-tailed)  $> 0,05 = H_0$  is accepted and  $H_a$  is rejected



## CHAPTER IV

### FINDINGS AND DISCUSSION

In this chapter, research findings between both group of experiment group and control group would be explained. The researcher gives the result and also the discussion. It presents the data that had been proceed by SPSS.

#### A. Findings

##### 1. Data Description

The result of this research shows the effectiveness of applying Total Physical Response Method in students' vocabulary mastery. This research took two class out of three classes at MI Darul Hikmah Bantarsoka, Banyumas. Two classes are VA and VB Class, VA as Control Group and VB as Experiment Group. The experiment group was given treatment with directly teaching by researcher using Total Physical Response Method, while the control group only applies conventional approach that teacher usually uses in daily meeting.

The pre-test and post-test instrument that used were written form test, in which the students asked to answer 20 multiple-choice question. The pre-test was given to both group of experiment and control group in order to know students' vocabulary mastery before the treatment. The treatment was given in two times or in two meetings to experiment group only. Then the post-test was given to both group after two times or two meetings was given to experiment group. In scoring analysis was used formula as follows,

$$\text{Scoring} = \frac{\text{Obtained Score}}{\text{Max Score}} \times 100$$

**Table 14 : Students' Predicate Score**

No	Value	Predicate	Alphabet
1.	100-81	Very Good	A
2.	80-61	Good	B
3.	60-41	Enough	C
4.	40-21	Bad	D
5.	<20	Very bad	E

**a) Data Description of Experimental Class**

Here is pre-test and post-test result data of experimental group, it can be concluded as table as follows,

**Table 15 : The Result Data of Experiment Group**

STATISTICS	EXPERIMENT GROUP	
	Pre-Test	Post-Test
N	27	27
Mean	41,4	83,1
Median	40	80
Maximum	65	100
Minimum	30	65

In the table above, can be seen all statistic in Post-Test was higher than Pre-test. The *Mean* in Pre-Test and Post-Test of Experiment Group were higher Post-Test than Pre-Test with the difference 41,1. Then for the *Median*, in Pre-Test and Post-test of Experiment Group were higher Post-Test than Pre-Test with the difference 40. Then the *maximum* of both Pre-Test and Post-test of Experiment Group were higher Post-Test than Pre-Test with the difference 35. And the last, the *minimum* in Pre-Test and post-Test of Experiment Group were higher Post-Test than Pre-Test with the difference 35.

**b) Data Description of Control Group**

Based on the result of Pre-Test and Post-Test Control Group can be concluded as table as follows,

**Table 16 : The Result Data of Control Group**

STATISTICS	CONTROL GROUP	
	Pre-Test	Post-Test
N	27	27
Mean	43,3	65,5
Median	45	65
Maximum	65	100
Minimum	35	50

In the table above, can be seen the same with the result of Experiment Group that all statistic in Post-Test was higher than Pre-Test. The *Mean* in Pre-Test and Post-Test of this Control Group were higher Post-Test than Pre-Test with the difference 22,2. Then for the *Median*, in Pre-Test and Post-test of Control Group were higher Post-Test than Pre-Test with the difference 15. Then the *maximum* of both Pre-Test and Post-test of Control Group were higher Post-Test than Pre-Test with the difference 35. And the last, the *minimum* in Pre-Test and post-Test of Experiment Group were higher Post-Test than Pre-Test with the difference 15.

Although the both group were the same have higher result in Post-Test than Pre-Test. It can be compare the difference Pre-Test and Post-Test of Experiment Group and Control Group that showing the difference all statistic of Experiment Group was much higher than all statistic of Control Group.

c) **The Differences Between the Result of Pre-Test Post-Test Experiment Group and Control Group**

- 1) The Differences Result Pre-Test of Experiment Group and Control Group

**Table 17 : The Difference Result Pre-Test of Experiment Group and Control Group**

No	Category	Pre-Test	
		Experiment	Control
1.	N	27	27
2.	Mean	41.4	43.3
3.	Max	65	65
4.	Min	30	35

In the table difference of Pre-Test result in Experiment Group and Control Group above, can be seen the mean of Pre-Test result in Control Group was higher than Experiment Group with the difference 2,1. Then the maximum of Pre-Test Result of both group Experiment Group and Control Group was the same value, 65. And the last, the minimum of Pre-test result of both group were higher Control Group result than the Experiment Group with the difference 5.

- 2) The Differences Result Post-Test of Experiment Group and Control Group

**Table 18 : The Difference Result Post-Test of Experiment Group and Control Group**

No	Category	Post-Test	
		Experiment	Control
1.	N	27	27
2.	Mean	83.1	65.5
3.	Max	100	100

4.	Min	65	50
----	-----	----	----

In the table difference of Post-Test result in Experiment Group and Control Group above, can be seen the *Mean* of Post-Test result in Experiment Group was higher than Control Group with the difference 17,6. Then the maximum of Pre-Test Result of both group Experiment Group and Control Group was the same high 100. And the last, the minimum of Pre-test result of both group were higher Experiment Group result than control group with the difference 5.

## 2. Data Analysis

### a) Normality Test

This research used *Kolmogorov-Smirnov* type of Normality test because of the Sample is up to 50. If the significance (p-value)  $< \alpha$  it can be concluded that the data distribution is not normal. Meanwhile, if the score of normality test result is  $> \alpha$ , it can be concluded that the data distribution is normal. With  $\alpha = 0,05$ .

**Table 19 : The Result of Normality Test**

		Tests of Normality					
		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
NGain_	Experiment	.133	27	.200*	.952	27	.246
Score	Control	.127	27	.200*	.933	27	.081

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on result of Normality Test table through *Kolmogorov-Smirnov* type above, can be seen in the experiment group and control group have sig value 0,200 which means  $> \alpha$  (0,05). Based on decision making on this *Kolmogorov-Smirnov*, can be concluded that the test that already carried out in experimental group and control group was **Normally Distributed**.

## b) Homogeneity Test

The Homogeneity Test was carried out to determine whether or not the data from the experimental and control classes were homogenous (equal/same). In this study, the researcher used the *Levene Statistic* to scale the homogeneity test of both the experimental and control classes. The result of homogeneity test as follows:

**Table 20 : The Result of Homogeneity Test  
Test of Homogeneity of Variance**

		Levene Statistic	df1	df2	Sig.
Result	Based on Mean	.850	1	52	.361
	Based on Median	.965	1	52	.331
	Based on Median and with adjusted df	.965	1	49.81 9	.331
	Based on trimmed mean	.836	1	52	.365

According to the result of Homogeneity Test table above, it can be seen the significance value in the row Based on Mean column is 0.361 which means  $> 0.05$ , it can be concluded that the variance of the two groups of data is the same or **homogeneous**.

## c) Hypothesis Test

### 1) T-Test

The t-test was conducted to assess whether the null hypothesis or alternative hypothesis should be accepted or rejected. If  $\text{Sig} > 0.05$  then  $H_0$  is accepted and  $H_a$  is rejected. If  $\text{Sig} < 0.05$  then  $H_0$  is rejected and  $H_a$  is accepted. The result of T-test as follows:

#### a. Paired Sample Test of Experiment Group

The significance of conducted or calculated T-test of Pre-test and Post-test of the Experimental Group is to know the differences in the ability of the students vocabulary mastery using Total

Physical Response Method. The t-test of the pre-test and post-test in the experimental class is shown in the following table:

**Table 21 : The Result of Paired Sample Statistic of Experiment Group**

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test Experiment Group	41.48	27	7.698	1.481
	Post-Test Experiment Group	83.14	27	9.214	1.773

The *Mean* score of the Pre-Test found in the table 41,48 in experimental class and the *Mean* score of the post-test is 83,14. N indicates there are 27 data. The *standard deviation* was used to calculate the degree of risk, which is 7.698 in the Experimental Group's Pre-Test and 9.214 in the Experimental Group's Post-Test. The *Standard Error Mean* was used to examine how well the average data from the sample data can estimate the population mean for each variable.

**Table 22 : The Result of Paired Sample Test of Experiment Group**

		Paired Samples Test							
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
Pair					Lower	Upper			
1	Pretest - Posttest	-41.66	7.46	1.43	-44.62	-38.71	-28.99	26	.000



The table above shows that the results of the paired sample test in the experimental group,  $t = -28.992$  with  $df = 26$  at a significance level of  $0,05$ . Then  $\text{Sig (2-tailed)} = 0,000 < 0,05$ . so it can be concluded that  $H_0$  is rejected and  $H_a$  is accepted. It means there is significance difference in experiment group of students' achievement in vocabulary mastery between before the action or treatment and after the action or the treatment with Total Physical Response Method.

b. Paired Sample Test of Control Group

The significance of conducted or calculated T-test of Pre-test and Post-test of the Experimental Group is to know the differences in the ability of the students vocabulary mastery using conventional method. The t-test of the pre-test and post-test in the experimental class is shown in the following table:

**Table 23 : The Result of Paired Sample Statistic of Control Group**

		Paired Samples Statistics			Std. Error
		Mean	N	Std. Deviation	Mean
Pair 1	Pre-Test Control Group	43.33	27	7.205	1.386
	Post-Test Control Group	65.55	27	10.948	2.107

The *Mean* score of the Pre-Test found in the table 43.33 in Control Group and the *Mean* score of the Post-Test is 65.55. N indicates there are 27 data. The *standard deviation* was used to calculate the degree of risk, which is 7.205 in the Control Group's Pre-Test and 10.948 in the Control Group's Post-Test. The *Standard Error Mean* was used to examine how well the average

data from the sample data can estimate the population mean for each variable.

**Table 24 : The Result of Paired Sample Test of Control Group**

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Test Post-Test Control Group	-22.222	9.540	1.836	-25.996	-18.448	-12.103	26	.000

The table above shows that the results of the paired sample test in the control group,  $t = -22.222$  with  $df = 26$  at a significance level of  $0,05$ . Then  $\text{Sig (2-tailed)} = 0,000 < 0,05$ . so it can be concluded that  $H_0$  is rejected and  $H_a$  is accepted. It means there is significance difference in control class too of students' achievement in vocabulary mastery between before the action or treatment and after the action or the treatment with conventional method.

2) N Gain

N Gain counting was carried out to know whether or not there is have an effect and how much the effectiveness of Total Physical Response Method on the students' vocabulary mastery. In this counting, data of Pre-Test and Post-Test was needed from both group. Here are the criteria of N Gain result,

**Table 25 : N Gain Score Category**

N-Gain Score	Category
$0,70 \leq g \leq 1,00$	High

$0,3 \leq g < 0,7$	Moderate
$0,00 < g < 0,3$	Low
$g = 0,00$	No Increase Occurred
$-1,00 \leq g < 0,00$	There was a decline

And also here are the result of N Gain data in experiment group will explained as table as follows,

**Table 26 : The Result of N Gain Calculation in Experiment Group**

No	Students Code	Pre-Test	Post-Test	N Gain	Category
1.	E1	55	95	0,89	High
2.	E2	40	85	0,75	High
3.	E3	40	80	0,67	Moderate
4.	E4	35	80	0,69	Moderate
5.	E5	35	80	0,92	High
6.	E6	40	95	0,69	Moderate
7.	E7	50	100	1,00	High
8.	E8	35	75	0,62	Moderate
9.	E9	40	85	0,75	High
10.	E10	35	80	0,69	Moderate
11.	E11	45	90	0,82	High
12.	E12	40	80	0,67	Moderate
13.	E13	65	100	1,00	High
14.	E14	45	70	0,45	Moderate
15.	E15	50	100	1,00	High
16.	E16	50	75	0,50	Moderate
17.	E17	30	65	0,50	Moderate
18.	E18	35	80	0,69	Moderate
19.	E19	35	85	0,77	High
20.	E20	40	80	0,67	Moderate

21.	E21	45	75	0,55	Moderate
22.	E22	35	85	0,77	High
23.	E23	35	70	0,54	Moderate
24.	E24	45	90	0,82	High
25.	E25	40	85	0,75	High
26.	E26	35	80	0,69	Moderate
27.	E27	45	80	0,64	Moderate

In the table above, the results of the N-Gain calculation are obtained experimental class with a total of 27 students. Student there were 12 students who got the high N-Gain score category, 15 students who got into the moderate N-Gain score category. And here is the statistic data N Gain of Experimental group,

**Table 27 : Statistics Data N Gain of Experiment Group**

Statistic Data N Gain of Experiment Group	
N	27
Highest N Gain Value	1,00
Lowest N Gain Value	0,45
Mean	0,7216

Based on Mean score of experiment group above 0,7216, it can be concluded as N Gain score category that N Gain score of experiment group obtained include in **High Category**. Then here are the result of data in control group will explained as table as follows,

**Table 28 : The Result of N Gain Calculation in Control Group**

No	Students Code	Pre-Test	Post-Test	N Gain	Criteria
1.	C1	35	70	0,54	Moderate
2.	C2	40	55	0,25	Low
3.	C3	35	60	0,38	Moderate

4.	C4	55	80	0,56	Moderate
5.	C5	50	75	0,50	Moderate
6.	C6	45	70	0,45	Moderate
7.	C7	40	65	0,42	Moderate
8.	C8	45	50	0,09	Low
9.	C9	35	55	0,31	Moderate
10.	C10	45	75	0,55	Moderate
11.	C11	40	60	0,33	Moderate
12.	C12	45	70	0,45	Moderate
13.	C13	35	70	0,54	Moderate
14.	C14	45	55	0,18	Low
15.	C15	45	60	0,27	Low
16.	C16	65	65	0,00	There was no increase
17.	C17	45	60	0,27	Low
18.	C18	40	70	0,50	Moderate
19.	C19	45	75	0,55	Moderate
20.	C20	40	60	0,33	Moderate
21.	C21	35	50	0,23	Low
22.	C22	35	55	0,31	Moderate
23.	C23	45	60	0,27	Low
24.	C24	40	65	0,42	Moderate
25.	C25	40	60	0,33	Moderate
26.	C26	50	80	0,60	Moderate
27.	C27	55	100	1,00	High

In the table above, the results of the N-Gain calculation are obtained control class with a total of 27 students. Student there was only 1 student who got the *High* N-Gain score category, 18 students who get the *Moderate* N-Gain score category, and 7

students who get *Low* N-Gain score category, and unfortunately there is 1 student who get 0,00 N-Gain value which means there is no increase obtained. And here is the statistic data N Gain of Control group,

**Table 29 : Statistics Data N Gain of Control Group**

Statistic Data of N Gain	
N	27
Highest N Gain Value	1,00
Lowest N Gain Value	0,00
Mean	0,3940

Based on Mean score of control group above 0,3940, it can be concluded as N Gain score category that N Gain score of control group obtained include in **Moderate Category**.

## **B. Treatment**

The treatment of this research have been conducted in 3 meetings, the first meeting was in Wednesday, October 18<sup>th</sup> 2023, then the second meeting was in Wednesday, October 25<sup>th</sup> 2023, and the last meeting was in Wednesday, November 1<sup>st</sup> 2023. Each meeting has 60 minutes or 1 hour. The theme of material was “I Have fever”. The teaching media that researcher use was handbook students entitled “Grow With English 5”.

In the first meeting, firstly the students asked to look at the picture of a doctor with a patient for answer 4 simple question based on the picture. After that students asked to sing a song together titled “Head, Shoulders, Knees, and Toes” with practice through standing and pointing the part of the body based on the lyrics. Then the researcher introducing the part of the body with write it based on that pointed in the picture. And the last, applied Total Physical Response Method with Simon Says Games like, Touch your head! Then students have to touch his head immediately.

In the second meeting, firstly the researcher introducing the name of disease such as toothache, headache, stomachache, flu, and so on based on the picture in the book. Then applied Total Physical Response Method with practiced with touching and pretended as disease that have mentioned like when researcher said I have toothache, then students have to touch his cheek immediately with expression pretended his tooth is pain. After that was listening section, with listened a short sentence then answer the question with given a circle based on command that said in the audio.

### C. Discussion

This research was conducted in one of Islamic elementary private school in Banyumas, MI Darul Hikmah Bantarsoka, Banyumas. The objective of this research is to find out the effectiveness of Total Physical Response Method on students' vocabulary mastery at 5<sup>th</sup> grade MI Darul Hikmah Bantarsoka, Banyumas. Researcher used a quantitative approach and quasi experimental method. The method chosen is to compare the differences in students' vocabulary mastery between students in class VB as experimental group who did give the treatment use Total Physical Response during learning activity, while VA as control group who did not use Total Physical Response Method but use conventional method instead during learning activity with the same material theme. Both class of experiment group and control group was chosen by *Simple Random Sampling* through Roulette, and the result was VB class as experimental group while VA class as control group.

In the beginning, both class of experimental group and control group was tested using Pre-Test to know or measure their ability of vocabulary mastery before treatment. The Pre-Test result in experimental group with total students is 27, with maximum score 65, minimum score 30, and mean 41,4. While the Pre-Test result in control group with the same total students 27, maximum score 65, minimum 35, and mean 43,3.

In this Pre-Test can be seen that Control Group is higher than the Experiment Group viewed from the mean value.

After the experimental group and control group did gave the Pre-Test, then carried out the treatment. The treatment was conducted in two times/meetings, which each meeting was 60 minutes. In class VB as experimental group was gave the treatment use *Total Physical Response* Method during learning activity, while VA as control group who did not use *Total Physical Response* Method but use conventional method instead during learning activity with the same material theme, "I Have Fever" theme that discuss about part of the body, symptoms and sympathy expression.

Then after the treatment, they both class of experimental group and control group was tested using Post-Test to know or measure their ability of vocabulary mastery after the treatment. The amount of Post-Test questions was same with amount of Pre-Test question, 20 question. And also the time allocate was same, 60 minutes. Then The Post-Test result in experimental group with total students is 27, with *maximum* score 100, *minimum* score 65, and *mean* score 83,1. While Post-Test result of control group with total students is 27, with *maximum* score 100, *minimum* score 50, and *mean* score 65,5. it can be seen that in this Post-Test after the treatment, the experimental group is higher than the control group viewed from the *Mean* score.

For the both instrument of Pre-Test and Post-Test was contain 20 multiple-choice form question and already did the validity expert judgement by two lecturers of UIN Prof. K.H. Saifuddin Zuhri Purwokerto and validity statistic by SPSS 26 with use data from VI A as instrument trial class with valid result, because each question has *r* count value that  $\geq r$  table for each question and after that, the Pre-Test and Post-Test instruments also already did Reliability Test with reliable results, because both instrument Pre-Test and Post-Test have Cronbach's Alpha was  $\geq 0,60$ .



The researcher already did normality test and homogeneity test from Experimental Group and Control Group data by IBM SPSS Statistic 26 program. The result of both test analysis was normally distributed and homogeneous. The normality test was used *One Sample Kolmogorov-Smirnov* test with asymp. Sig (2-tailed) 200 which means  $> \alpha (0,05)$  and can be concluded that the test that already carried out in experimental group and control group was Normally Distributed. And then for Homogeneity Test, the result shows that the significance level in the row *Based on Mean* column Sig is 0,361 which means  $> 0.05$ , it can be concluded that the variance of the two groups of data is the same or homogeneous.

After completing the normality and homogeneity test, then counting N- Gain. Based on the calculation of N-Gain data obtained between classes experimental and control classes found that the experimental group get *Mean* N-Gain value was  $0.72 > 0.70$  which means entering in the high category. While the control group get *Mean* N-Gain value was  $0.39 < 0.70$  which means entering in enough category. The objective of this counting N-Gain was to know whether the significance enhancement of students' vocabulary mastery in experimental group and control group.

As for the results of the Paired Sample Test, the results sig. value which obtained from each experimental group and control group, was 0.000 which means  $< 0.05$  that can be concluded  $H_a$  is accepted, while  $H_0$  is rejected That means there is significance difference or effect of students' achievement in vocabulary mastery between before and after the action (treatment) in class. It shows there is an effect of the Total Physical Response Method on students' vocabulary mastery at 5<sup>th</sup> grade MI Darul Hikmah Bantarsoka, Banyumas.

Total Physical Response Method is teaching method that often used by language teaching class especially teaching vocabulary because of relates to the coordination of commands, speech and body movements so

that it is easier for a child especially students of elementary to master a language in their learning. This method is focus on physical activities so it very suits to applied in teaching elementary students or children ages. This method is about giving command and students' do what have commanded to do. Firstly, teacher give explanation and example then students imitate it after. For example, teacher give command with said "Touch your ears!" then students have to touch their ears immediately. Or "Point your eyes!" then students have to point their eyes immediately. And for symptoms, teacher says the symptom then students act like what symptom was said by teacher. For example, when teacher said "Ouch, I have backache" then students have to act like someone who have backache with hand touching their back pretending like their back is pain.

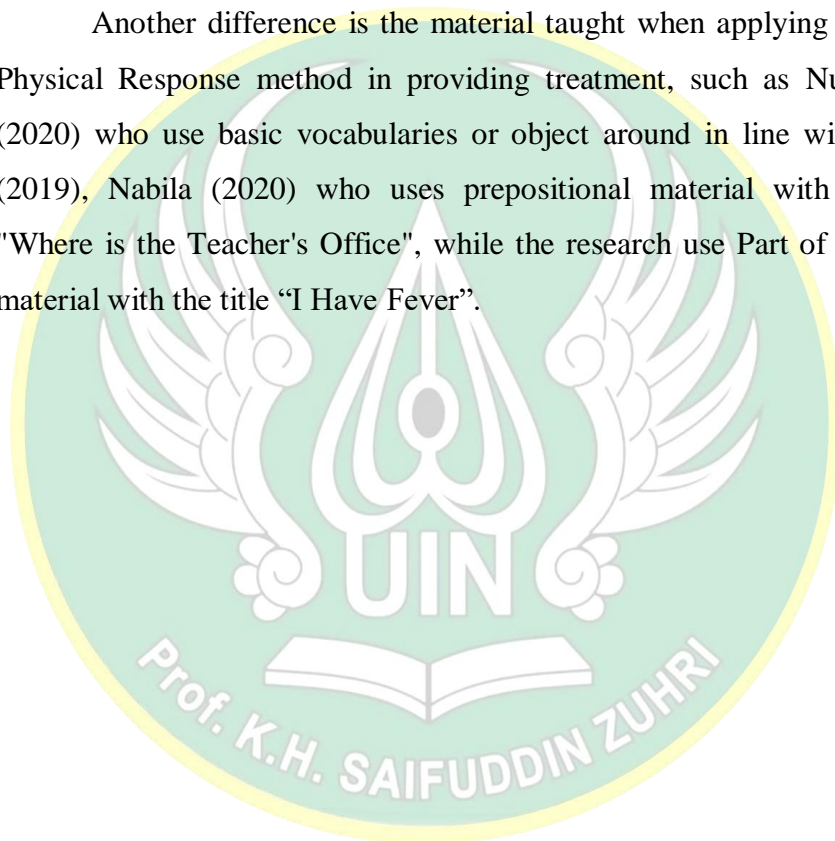
By conducting this research using Total Physical Response treatment, it is hoped that students will be more interested in learning English. Because this method is quite fun even similar to ice breaking. So that the learning atmosphere becomes more interesting. In the learning process using the Total Physical Response method in the experimental class, it was can be seen clearly that the students who took part were very enthusiastic and active because the activities were not just sitting and listening to the teacher. It has also been proven by the results of the Post-Test for both classes that the experimental group that was given the Total Physical Response method treatment was got higher score then control class that was only given the conventional method. So it can be concluded that there is effect of Total Physical Response Method on students vocabulary mastery at 5<sup>th</sup> grade MI Darul Hikmah Bantarsoka, Banyumas.

The result of Quantitative finding of the research is in line with Nabila (2020), Nurhalimah (2020), Juwita (2019), and Nuraeni (2019) with effective result with a variety of different research lines. However, most of them such as research by Nabila (2020) and Juwita (2019) use a pre-experimental research design which only uses one class or group to conduct their research, so there is no the other group or class to compare

with. It is different from the research conducted by this research. In this research, the researcher used two classes or groups, the experimental group and the control group for comparison. So the results of this research tend to be more accurate and more convincing.

Then also there is variety of different object of the research. Such as Nurhalimah (2020) in his research uses 7<sup>th</sup> grade of MTS Hidayatussalam, while the researcher in line with nabila (2020), Juwita (2019) use 5<sup>th</sup> grade of elementary students.

Another difference is the material taught when applying the Total Physical Response method in providing treatment, such as Nurhalimah (2020) who use basic vocabularies or object around in line with Juwita (2019), Nabila (2020) who uses prepositional material with the title "Where is the Teacher's Office", while the research use Part of the Body material with the title "I Have Fever".



## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter explain the conclusion and some suggestion for the English teacher, students, and for the further researcher.

#### A. Conclusion

Even though the Pre-Test results the control group is higher then experimental group, but in the Post-Test result after giving treatment, the experimental class was far higher then control group. Based on the research that already carried out, there are the effect of using the Paired Sample Test results known sig results. obtained from both group of experimental group and the control group is  $0.000 < 0.05$  so **H<sub>1</sub> is accepted, while H<sub>0</sub> is rejected.** which means there is significance difference or effect of students' achievement in vocabulary mastery between before and after the action (treatment) in class. Even though both classes got effective result. But the stage of the effectiveness was different. It proven in N Gain calculation, that *Mean N Gain* of experiment group obtained much higher 0,7216 include in **High Category**, than the *Mean N Gain* of control group obtained 0,3940 include in **Moderate Category**. It means there is significantly effect of Total Physical Response Method on students vocabulary mastery at 5<sup>th</sup> grade of MI Darul Hikmah Bantarsoka, Banyumas.

#### B. Limitation of the study

Based on research that conducted by researchers, of course there are several limitations that need to be taken by another researcher to improve this research, including:

1. In the learning process, make sure the amount of time is right and well organized, because implementing the Total Physical Response method requires quite a lot of time, starting from introducing each

vocabulary in English words to pronunciation until the meanings. As the material theme in applying this method is part of the body. When applying this method all parts of the body must be included and mentioned to make sure they are know what the meaning.

2. When conveying commands to students, must use a loud and firm voice. Make sure all students can hear it clearly, ecause elementary school students are very active and a little noisy. It may be difficult for teachers who have low voices like the researcher.

### **C. Suggestion**

According to the conclusion, the researcher gave some suggestions that might be necessary to be delivered to English teacher, the students, and other or further researchers.

In teaching English, especially teaching English such as vocabulary in elementary school students, it is very necessary to use methods that involve physical activity such as this Total Physical Response Method. From the researcher's experience when conducting treatment, it was seen that students were very physically active during learning process in class. Therefore, teachers can make good use of this situation.

For students, this Total Physical Response Method is fun because this method is still a type of game that contains material in it, but it's not a good idea to ask the teacher to use it too often because apart from being time consuming, this method can only be used for certain material.

For the further researcher, who are interested in this method, it would be better to include other innovations. This method is considered old, even though this method is indeed a good method. And it is proven by many previous studies or research which show that this method is truly effective.

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## *Appendix 1 : Lesson Plan*

### **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

Satuan Sekolah	: MI Darul Hikmah Bantarsoka Banyumas
Muatan Pelajaran	: Bahasa Inggris
Kelas/Semester	: V/ Ganjil
Materi Pembelajaran	: I Have Fever
Alokasi Waktu	: 3 JP (3 kali pertemuan)

#### **A. Kompetensi Dasar**

1. Mendeskripsikan bagian-bagian tubuh.
2. Merespon instruksi sangat sederhana secara verbal mengenai bagian-bagian tubuh.
3. Menanyakan dan memberikan kabar dengan menggunakan bahasa yang tepat. (Part of Body Sympathy).
4. Mengidentifikasi pesan singkat berisi harapan kesembuhan seseorang dengan menggunakan bahasa yang tepat.

#### **B. Indikator**

1. Menyebutkan bagian-bagian tubuh dan penyakit dengan ucapan dan lafal yang benar.
2. Merespon instruksi sangat sederhana dengan menyentuh bagian-bagian tubuh dengan tepat.
3. Mencocokkan penyakit yang disebutkan di dalam rekaman dengan gambar.
4. Membuat dialog singkat tentang kabar seseorang.
5. Menjawab pertanyaan dari pesan singkat dengan tepat.

#### **C. Tujuan Pembelajaran**

Pada akhir pembelajaran, siswa dapat,

1. Mengetahui bagian-bagian tubuh beserta nama-nama penyakit bagian tubuh.
2. Menanyakan kabar dan menyatakan/menyampaikan bentuk simpati.
3. Membuat kartu ucapan singkat mengenai kesembuhan seseorang.

#### **D. Materi Pembelajaran : I Have Fever**

**E. Alokasi Waktu** : 3 Jam Pelajaran (3 kali pertemuan)

**F. Metode** : *Total Physical Response & Integrated Skills*

(mendengarkan, memperagakan, menirukan, bercakap-cakap, penugasan)

#### **G. Langkah-Langkah Kegiatan Pembelajaran :**

<b>Pert. 1</b> <b>(B, C, D, dan F)</b>	
Keg. Awal	<ul style="list-style-type: none"> <li>- Guru menyampaikan salam</li> <li>- Guru menanyakan kabar menggunakan Bahasa Inggris</li> <li>- Guru menyampaikan sedikit motivasi pentingnya belajar Bahasa Inggris</li> <li>- Guru menanyakan siswa yang absen.</li> <li>- Guru mengajak siswa membaca basmallah bersama.</li> </ul>
Keg. Inti	<ul style="list-style-type: none"> <li>- Menyanyikan lagu Head, Shoulders, Knees, and Toes dan memperagakannya bersama-sama.</li> <li>- Mengerjakan bersama nama-nama bagian tubuh.</li> <li>- Bermain Simon Says (Total Physical Response Method)</li> <li>- Membaca nama-nama penyakit (hal.39).</li> </ul>
Keg. Akhir	<ul style="list-style-type: none"> <li>- Guru mengulas sedikit materi yang diajarkan tadi.</li> <li>- Guru mengucapkan terima kasih</li> <li>- Guru menutup pembelajaran.</li> </ul>
<b>Pert. 2</b> <b>(G, H, I, dan J)</b>	
Keg. Awal	<ul style="list-style-type: none"> <li>- Guru menyampaikan salam</li> <li>- Guru menanyakan kabar menggunakan Bahasa Inggris</li> <li>- Guru menanyakan siswa yang absen.</li> <li>- Guru mengajak siswa membaca basmallah bersama.</li> <li>- Guru mereview secara garis besar materi pertemuan sebelumnya.</li> </ul>
Keg. inti	<ul style="list-style-type: none"> <li>- Bermain dengan memperagakan nama penyakit.</li> <li>- Mendengarkan dan mengerjakan soal individu.</li> <li>- Siswa mendengarkan audio dan mengerjakan soal.</li> <li>- Guru memberikan kesempatan bagi murid untuk membaca dialog 1 dan 2.</li> <li>- Guru menjelaskan soal dan mengerjakan soal bersama-sama.</li> <li>- Guru menjelaskan soal dan memberi instruksi kepada siswa untuk mengerjakan soal individu.</li> </ul>
Keg. Akhir	<ul style="list-style-type: none"> <li>- Guru mengulas sedikit materi yang diajarkan tadi.</li> <li>- Guru mengucapkan terima kasih</li> <li>- Guru menutup pembelajaran.</li> </ul>

## H. Penilaian

Jenis	Halaman	Keterangan
Tertulis	41	Melingkari gambar sesuai dengan jawaban yang dipilih.
	46	Menjawab <i>yes</i> atau <i>no</i> berdasarkan pernyataan yang ada.
	49	Menjawab <i>yes</i> atau <i>no</i> berdasarkan pernyataan yang ada.
	50	Melengkapi kalimat rumpang pada isi <i>card</i> sesuai dengan kata yang telah disediakan dibawah.

## I. Sumber Belajar : Buku Grow With English 5 Unit 3 “I Have Fever”

Mengetahui,

Guru Bahasa Inggris

MI Darul Hikmah Bantarsoka



**Laili Faizah, S.Pd**  
NIP : -

Purwokerto, 25 Oktober 2023

Praktika



**Halla Sofya**  
NIM. 1917404004



*Appendix 2 :Instrument Validity by Expert Judgement*

*Validator Expert 1*



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI  
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO  
FAULTAS TARBIYAH DAN ILMU KEGURUAN  
Jl. Jendral A. Yani, No. 40A Purwokerto 53126

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**LEMBAR VALIDASI INSTRUMEN TES SOAL**

**The Effectiveness of Total Physical Response Method on Students' Vocabulary Mastery  
at 5<sup>th</sup> Grade MI Darul Hikmah Bantarsoka, Banyumas**

Nama Validator: Khairunnisa Dwinalida, M.Pd  
NIP : 199211152019032034  
Pekerjaan : Dosen Jurusan Tadris Bahasa Inggris  
Penyusun : Halla Sofya  
Pembimbing : Agus Husein As Sabiq, M. Pd

**A. Pengantar**

Lembar validasi ini bertujuan untuk mendapatkan penilaian Bapak/Ibu pakar/ahli terhadap instrumen tes berupa soal yang telah dibuat.

**B. Petunjuk**

Bapak/Ibu dimohon memberikan penilaian, komentar, dan saran perbaikan pada kolom yang sudah disediakan.

**D. Penilaian Umum**

Rekomendasi/kesimpulan penilaian secara umum terhadap instrumen di atas.

1. Belum dapat digunakan dan masih memerlukan konsultasi.
2. Dapat digunakan dengan banyak revisi
3. Dapat digunakan dengan sedikit revisi
4. Dapat digunakan tanpa revisi

\*) lingkariilah nomor/angka sesuai dengan penilaian dari Bapak/Ibu

**E. Komentar dan Saran Perbaikan**

Perhatikan indikator soal.

Purwokerto, Oktober 2023

**Validator**



**Khairunnisa Dwinalida, M.Pd**  
NIP. 199211152019032034



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI  
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO  
FAULTAS TARBIYAH DAN ILMU KEGURUAN  
Jl. Jendral A. Yani, No. 40A Purwokerto 53126

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**LEMBAR VALIDASI INSTRUMEN TES SOAL**

**The Effectiveness of Total Physical Response Method on Students' Vocabulary Mastery  
at 5<sup>th</sup> Grade MI Darul Hikmah Bantarsoka, Banyumas**

Nama Validator : Desi Wijayanti M, M.Pd  
NIP : 199212152018012003  
Pekerjaan : Dosen Jurusan Tadris Bahasa Inggris  
Penyusun : Halla Sofya  
Pembimbing : Agus Husein As Sabiq, M. Pd

**A. Pengantar**

Lembar validasi ini bertujuan untuk mendapatkan penilaian Bapak/Ibu pakar/ahli terhadap instrumen tes berupa soal yang telah dibuat.

**B. Petunjuk**

Bapak/Ibu dimohon memberikan penilaian, komentar, dan saran perbaikan pada kolom yang sudah disediakan.



**D. Penilaian Umum**

Rekomendasi/kesimpulan penilaian secara umum terhadap instrumen di atas.

1. Belum dapat digunakan dan masih memerlukan konsultasi.
2. Dapat digunakan dengan banyak revisi
3. Dapat digunakan dengan sedikit revisi
4. Dapat digunakan tanpa revisi

\*) lingkarkanlah nomor/angka sesuai dengan penilaian dari Bapak/Ibu

**E. Komentar dan Saran Perbaikan**

- h - Beberapa soal ( 8, 11) antara pre dan post test sama.
- h - Soal no 12, 13, 14, 15 jawaban kurang logis atau  
member petunjuk kunci jawaban.
- h - Soal no 16, 17, 15 <sup>terlalu</sup> sama atau kurang bervariasi.

Purwokerto, 9 Oktober 2023

Validator

**Desi Wijayanti M, M.Pd**  
NIP. 19921215201801 2 003

## Appendix 3 : Research Instruments










### Pre-Test

Name :

Class :

#### SOAL PRE TEST

A. Berilah tanda silang (X) pada salah satu huruf a, b, c, dan d yang dianggap jawaban paling benar!

1. I can see with my ...  
 a. Eyes                      c. Knee  
 b. Hand                      d. Finger 
2. I use my nose to ...  
 a. Write                      c. Breathe  
 b. Run                        d. Hold 
3. We use our ... to walk.  
 a. Feet                        c. Hand  
 b. Head                      d. Mouth 
4. I can hear the sound with my ...  
 a. Neck                      c. Hand  
 b. Foot                        d. Ear 
5. We usually use hand for ...  
 a. Hear                        c. Walk  
 b. Write                      d. Breathe 
6. We can bite the apple with...  
 a. Tongue                    c. Ear  
 b. Teeth                      d. Hand 
7. Bagas feels pain on his head. He has ...  
 a. Stomachache            c. Diarrhea  
 b. Cough                    d. Headache 
8. Faisal feels cold. He sleeps with two blankets. He has ...  
 a. Cough                    c. Fever  
 b. Diarrhea                  d. Headache 
9. Nana feels pain on his stomach. She has..  
 a. Stomachache            c. Toothache  
 b. Headache                d. Fever 
10. Nina can not stop going to the Toilet. She has ...  
 a. Cough                    c. Headache  
 b. Diarrhea                  d. Fever
11. Nana feels pain on his throat, she has...  
 a. Cough                    c. Stomachache  
 b. Diarrhea                  d. Fever
12. A : Hey, why are you keep touching your back?  
 B : Ouch I have backache.  
 A : ...  
 B : I do hope so, thanks.  
 a. Oh really?              c. Be patient, it  
     Let me see              would be ok  
 b. What                      d. No worries  
     happened?
13. Lia : what happened to your stomach?  
 Ali : I have stomachache, I was ate spicy chips.  
 Lia : ...  
 Ali : you are right, thanks a lot, Lia.  
 a. Then why you            c. Oh that's terrible, let me  
     ate spicy food?            help you to clinic.  
 b. When you eat?            d. See you then
14. Lili : Nina, are you ok?  
 Ani : Uh not really, I have headache.  
 Lili : ...  
 Ani : Thank you, Lili.  
 a. Good                      c. Oh really? What happened?  
 b. Oh dear, take            d. How could that be?  
     this medicine
15. Eka : Tina, how are you feeling?  
 Tina : I feel really dizzy.  
 Eka : ... it can help you to feel better.  
 Tina : ok, thanks.  
 a. What? Really?            c. How could that be?  
 b. Just be patient.            d. Take this water, maybe you  
     dehydrated.
16. "We miss you so much (1). The class feels empty without your presence (2). Get well soon and have fun again with us (3)."  
 Based on the message above, which sentence contains of hope recovery?  
 a. (1)                        c. (3)  
 b. (2)                        d. All is correct
17. Bagus : Where were you yesterday?  
 Indah : I was sick, I got a Fever  
 Bagus : I am sorry to hear that. ...  
 Indah : I hope so, thank you.  
 Which correct sentence to complete the conversation above?  
 a. I hope you                c. I don't mean to.  
     happy  
 b. I don't know it.            d. I hope you get better soon.
18. Which one is the expression of hope?  
 a. I like your                c. Congratulations  
     picture  
 b. I need a nice              d. I hope you feel better soon  
     house
19. Which one is the correct of hope for someone recovery?  
 a. I hope you sad            c. I hope you win  
 b. I hope you get            d. I hope you glad  
     well soon
20. "Hi Nisa, I.. you will get well soon".  
 a. feel                        c. hope  
 b. need                        d. see

*Answer Key of Pre Test*












- |      |       |       |       |
|------|-------|-------|-------|
| 1. a | 6. b  | 11. a | 16. c |
| 2. c | 7. d  | 12. c | 17. d |
| 3. a | 8. c  | 13. c | 18. d |
| 4. d | 9. a  | 14. b | 19. b |
| 5. b | 10. b | 15. d | 20. c |

**Post-Test**

Name :   
 Class :

**SOAL POST TEST**

A. Berilah tanda silang (X) pada salah satu huruf a, b, c, dan d yang dianggap jawaban paling benar!

1. We use our feet to ...  
 a. Hear                      c. Hold   
 b. Breathe                d. Walk
2. We can ... a chocolate with our teeth.  
 a. Bite                      c. Smell   
 b. Taste                    d. Touch
3. Andi smelling flowers with ...  
 a. Nose                    c. Hand   
 b. Head                    d. Ears
4. I can ... the sound with my ears.  
 a. Hear                    c. Breathe   
 b. Write                    d. Hold
5. We use our ... to hold.  
 a. Nose                    c. Hand   
 b. Head                    d. Ears
6. I watch the movie with my...  
 a. Hands                    c. Nose   
 b. Ears                      d. Eyes
7. Arhan feels pain on his tooth.  
 He has ...  
 a. Stomachache        c. Toothache   
 b. Cough                    d. Headache
8. Faisal feels pain on his head. He has ...  
 a. Cough                    c. Fever   
 b. Diarrhea                d. Headache
9. Rafael feels pain on his back.  
 He has...  
 a. backache                c. Toothache   
 b. Headache                d. Fever
10. Eating spicy food makes me have ...  
 a. Fever                    c. Headache   
 b. Backache                d. Stomachache
11. Farah feels pain on his throat, she has...  
 a. Cough                    c. Diarrhea   
 b. Stomachache        d. Fever
12. Tia : Hey ali, you look pale. What's wrong?  
 Ali : I have stomachache.  
 Tia : ...  
 Ali : Thank you  
 a. Really? How        c. Oh dear, take  
     could that be?        this medicine  
 b. Is it hurt?            d. So what you  
                                   going to do?
13. Eka : Tina, how are you feeling?  
 Tina : I feel really weak.  
 Eka : ...  
 Tina : Thank you, Eka.  
 a. Really?                    c. How could that be?  
 b. Oh I see, so            d. That's terrible, you have to  
     what you                    take a rest.  
     gonna do?
14. Nia : Olif, why do you keep touching your head?  
 Olif : I feel a bit dizzy.  
 Nia : ... It would be ok soon.  
 Olif : Thanks  
 a. What did you do?        c. Poor you, drink this  
   water.  
 b. Are you serious?        d. Sounds good
15. Nanda : Susi, how are you feeling?  
 Susi : My head is really pain.  
 How is Susi condition?  
 a. She has headache        c. She has cough  
 b. She has fever            d. She has  
   Stomachache
16. Zaeni : Hi Ayu, how is your ankle? (1)  
 Ayu : It is still hurt, but at least I can walk now. (2)  
 Zaeni : I am glad to hear that (3). I hope the pain  
 will go away soon (4)  
 Which sentence contains of hope recovery?  
 a. (1)                            c. (3)  
 b. (2)                            d. (4)
17. Nanda : Susi, how are you feeling?  
 Susi : My head is still pain.  
 Nanda : Oh ok I see (3). I wish you get better soon.  
 (4)  
 Which sentence contains of hope recovery?  
 a. (1)                            c. (3)  
 b. (2)                            d. (4)
18. Which one is the expression of hope?  
 a. I like your picture        c. Congratulations  
 b. I need a nice house        d. I hope you feel  
   better soon.
19. Which one is the correct of hope for someone  
 recovery?  
 a. I hope you sad            c. I hope you win  
 b. I hope you get well        d. I hope you glad  
     soon
20. "I'm missing you so much (1). Please to don't forget  
 to take your medicine (2). I hope that you are  
 feeling better very soon (3)."  
 Which sentence contains of hope recovery?  
 a. (1)                            c. (3)  
 b. (2)                            d. All is correct

*Answer Key of Post Test*

- |      |       |       |       |
|------|-------|-------|-------|
| 1. d | 6. d  | 11. a | 16. d |
| 2. a | 7. c  | 12. c | 17. d |
| 3. a | 8. c  | 13. c | 18. d |
| 4. a | 9. a  | 14. c | 19. b |
| 5. c | 10. d | 15. a | 20. c |

Appendix 4 : The Worksheet Students

Worksheet of Pre Test Experiment Group

Name : Aliffa Aditya R.  
Class : 5B/03

SOAL PRE TEST

A. Berilah tanda silang (X) pada salah satu huruf a, b, c, dan d yang dianggap jawaban paling benar!

1. I can see with my ...  
 a. Eyes                      c. Knee   
 b. Hand                      d. Finger
2. I use my nose to ...  
 a. Write                      c. Breathe   
 b. Run                      d. Hold
3. We use our ... to walk.  
 a. Feet                      c. Hand   
 b. Head                       d. Mouth
4. I can hear the sound with my ...  
 a. Neck                       b. Hand   
 c. Foot                      d. Ear
5. We usually use hand for ...  
 a. Hear                      c. Walk   
 b. Write                      d. Breathe
6. We can bite the apple with...  
 a. Tongue                       b. Ear   
 c. Teeth                      d. Hand
7. Bagas feels pain on his head. He has ...  
 a. Stomachache                      c. Diarrhea   
 b. Cough                      d. Headache
8. Faisal feels cold. He sleeps with two blankets. He has ...  
 a. Cough                       b. Fever   
 c. Diarrhea                      d. Headache
9. Nana feels pain on his stomach. She has...  
 a. Stomachache                      c. Toothache   
 b. Headache                      d. Fever
10. Nina can not stop going to the Toilet. She has ...  
 a. Cough                      c. Headache  
 b. Diarrhea                      d. Fever
11. Nana feels pain on his throat, she has...  
 a. Cough                       b. Stomachache  
 c. Diarrhea                      d. Fever
12. A : Hey, why are you keep touching your back?  
 B : Ouch I have backache.  
 A : ...  
 B : I do hope so, thanks.  
 a. Oh really?                       b. Be patient, it would be ok  
 c. Let me see                       d. No worries happened?
13. Lia : what happened to your stomach?  
 Ali : I have stomachache, I was ate spicy chips.  
 Lia : ...  
 Ali : you are right, thanks a lot, Lia.  
 a. Then why you ate spicy food?                       b. Oh that's terrible, let me help you to clinic.  
 c. When you eat?                      d. See you then
14. Lili : Nina, are you ok?  
 Ani : Uh not really, I have headache.  
 Lili : ...  
 Ani : Thank you, Lili.  
 a. Good                      c. Oh really? What happened?  
 b. Oh dear, take this medicine                      d. How could that be?
15. Eka : Tina, how are you feeling?  
 Tina : I feel really dizzy.  
 Eka : ... it can help you to feel better.  
 Tina : ok, thanks.  
 a. What? Really?                      c. How could that be?  
 b. Just be patient.                       d. Take this water, maybe you dehydrated.
16. "We miss you so much (1). The class feels empty without your presence (2). Get well soon and have fun again with us (3)."  
 Based on the message above, which sentence contains of hope recovery?  
 a. (1)                      c. (3)  
 b. (2)                      d. All is correct
17. Bagus : Where were you yesterday?  
 Indah : I was sick, I got a Fever  
 Bagus : I am sorry to hear that. ...  
 Indah : I hope so, thank you.  
 Which correct sentence to complete the conversation above?  
 a. I hope you happy                      c. I don't mean to.  
 b. I don't know it.                      d. I hope you get better soon.
18. Which one is the expression of hope?  
 a. I like your picture                      c. Congratulations  
 b. I need a nice house                       d. I hope you feel better soon
19. Which one is the correct of hope for someone recovery?  
 a. I hope you sad                      c. I hope you win  
 b. I hope you get well soon                      d. I hope you glad
20. "Hi Nisa, I.. you will get well soon".  
 a. feel                      c. hope  
 b. need                      d. see

Name : 6212092106R  
 Class : SB.17

SOAL PRE TEST

A. Berilah tanda silang (X) pada salah satu huruf a, b, c, dan d yang dianggap jawaban paling benar!

1. I can see with my ...  
 a. Eyes                      c. Knee  
 b. Hand                     ~~X~~ Finger



2. I use my nose to ...  
~~X~~ Write                      c. Breathe  
 b. Run                        d. Hold



3. We use our ... to walk.  
~~X~~ Feet                        c. Hand  
 b. Head                      d. Mouth



4. I can hear the sound with my ...  
 a. Neck                      c. Hand  
~~X~~ Foot                        d. Ear



5. We usually use hand for ...  
 a. Hear                      c. Walk  
 b. Write                     ~~X~~ Breathe



6. We can bite the apple with...  
~~X~~ Tongue                    c. Ear  
 b. Teeth                     d. Hand



7. Bagus feels pain on his head. He has ...  
~~X~~ Stomachache            c. Diarrhea  
 b. Cough                    d. Headache



8. Faisal feels cold. He sleeps with two blankets. He has ...  
 a. Cough                    ~~X~~ Fever  
 b. Diarrhea                 ~~X~~ Headache



9. Nana feels pain on his stomach. She has...  
 a. Stomachache           ~~X~~ Toothache  
 b. Headache                d. Fever



10. Nina can not stop going to the Toilet. She has ...  
 a. Cough                    c. Headache  
~~X~~ Diarrhea                    d. Fever

11. Nana feels pain on his throat, she has...  
~~X~~ Cough                      c. Stomachache  
 b. Diarrhea                    d. Fever

12. A : Hey, why are you keep touching your back?  
 B : Ouch I have backache.  
 A : ...  
 B : I do hope so, thanks.

- a. Oh really?                c. Be patient, it  
 Let me see                    would be ok  
~~X~~ What                        d. No worries  
 happened?

13. Lia : what happened to your stomach?  
 Ali : I have stomachache, I was ate spicy chips.  
 Lia : ...  
 Ali : you are right, thanks a lot, Lia.

- a. Then why you            c. Oh that's terrible, let me  
 ate spicy food?            help you to clinic.  
 b. When you eat?           ~~X~~ See you then

14. Lili : Nina, are you ok?  
 Ani : Uh not really, I have headache.  
 Lili : ...  
 Ani : Thank you, Lili.

- ~~X~~ Good                        c. Oh really? What happened?  
 b. Oh dear, take            d. How could that be?  
 this medicine

15. Eka : Tina, how are you feeling?  
 Tina : I feel really dizzy.  
 Eka : ... it can help you to feel better.  
 Tina : ok, thanks.

- a. What? Really?            ~~X~~ How could that be?  
 b. Just be patient.           d. Take this water, maybe you  
 dehydrated.

16. "We miss you so much (1). The class feels empty without your presence (2). Get well soon and have fun again with us (3)."  
 Based on the message above, which sentence contains of hope recovery?

- ~~X~~ (1)                            c. (3)  
 b. (2)                            d. All is correct

17. Bagus : Where were you yesterday?  
 Indah : I was sick, I got a Fever  
 Bagus : I am sorry to hear that. ...  
 Indah : I hope so, thank you.

- Which correct sentence to complete the conversation above?  
~~X~~ I hope you                    c. I don't mean to.  
 happy

- b. I don't know it.            d. I hope you get better soon.

18. Which one is the expression of hope?  
 a. I like your                 ~~X~~ Congratulations  
 picture

- b. I need a nice                d. I hope you feel better soon  
 house

19. Which one is the correct of hope for someone recovery?  
 a. I hope you sad            c. I hope you win  
~~X~~ I hope you get            d. I hope you glad  
 well soon

20. "Hi Nisa, I.. you will get well soon".  
 a. feel                         ~~X~~ hope  
 b. need                        d. see












6

## Worksheet of Post Test Experiment Group

Name : *Ahlan Zulfadhilifidius*  
 Class : *5b/03*

### SOAL POST TEST

A. Berilah tanda silang (X) pada salah satu huruf a, b, c, dan d yang dianggap jawaban paling benar!












1. We use our feet to ...  
 a. Hear                      c. Hold   
 b. Breathe                   Walk
2. We can ... a chocolate with our teeth.  
 Bite                      c. Smell   
 b. Taste                      d. Touch
3. Andi smelling flowers with ...  
 Nose                      c. Hand   
 b. Head                      d. Ears
4. I can ... the sound with my ears.  
 Hear                      c. Breathe   
 b. Write                      d. Hold
5. We use our ... to hold.  
 a. Nose                       Hand   
 b. Head                      d. Ears
6. I watch the movie with my...  
 a. Hands                      c. Nose   
 b. Ears                       Eyes
7. Arhan feels pain on his tooth.  
 He has ...  
 a. Stomachache               Toothache   
 b. Cough                      d. Headache
8. Faisal feels pain on his head. He has ...  
 a. Cough                      c. Fever   
 b. Diarrhea                       Headache
9. Rafael feels pain on his back.  
 He has...  
 backache                  c. Toothache   
 b. Headache                  d. Fever
10. Eating spicy food makes me have ...  
 a. Fever                      c. Headache   
 b. Backache                       Stomachache
11. Farah feels pain on his throat, she has...  
 Cough                      c. Diarrhea   
 b. Stomachache                  d. Fever
12. Tia : Hey ali, you look pale. What's wrong?  
 Ali : I have stomachache.  
 Tia : ...  
 Ali : Thank you  
 a. Really? How                   Oh dear, take  
     could that be?                  this medicine  
 b. Is it hurt?                      d. So what you  
     going to do?
13. Eka : Tina, how are you feeling?  
 Tina : I feel really weak.  
 Eka : ...  
 Tina : Thank you, Eka.  
 a. Really?                      c. How could that be?  
 b. Oh I see, so                   That's terrible, you have to  
     what you                      gonna do?                  take a rest.
14. Nia : Olif, why do you keep touching your head?  
 Olif : I feel a bit dizzy.  
 Nia : ... It would be ok soon.  
 Olif : Thanks  
 a. What did you do?              c. Poor you, drink this  
     water.  
 Are you serious?              d. Sounds good
15. Nanda : Susi, how are you feeling?  
 Susi : My head is really pain.  
 How is Susi condition?  
 She has headache              c. She has cough  
 b. She has fever                  d. She has  
     Stomachache
16. Zaeni : Hi Ayu, how is your ankle? (1)  
 Ayu : It is still hurt, but at least I can walk now. (2)  
 Zaeni : I am glad to hear that (3). I hope the pain  
 will go away soon (4)  
 Which sentence contains of hope recovery?  
 a. (1)                                  c. (3)  
 b. (2)                                   (4)
17. Nanda : Susi, how are you feeling? (1)  
 Susi : My head is still pain. (2)  
 Nanda : Oh ok I see (3). I wish you get better soon.  
 (4)  
 Which sentence contains of hope recovery?  
 a. (1)                                  c. (3)  
 (2)                                  d. (4)
18. Which one is the expression of hope?  
 a. I like your picture              c. Congratulations  
 b. I need a nice house               I hope you feel  
     better soon.
19. Which one is the correct of hope for someone  
 recovery?  
 a. I hope you sad                  c. I hope you win  
 I hope you get well              d. I hope you glad  
     soon
20. "I'm missing you so much (1). Please to don't forget  
 to take your medicine (2). I hope that you are  
 feeling better very soon (3)."  
 Which sentence contains of hope recovery?  
 a. (1)                                   (3)  
 b. (2)                                  d. All is correct



Name : Damarjati Ibnu Khalifi  
 Class : SB/06

SOAL POST TEST

A. Berilah tanda silang (X) pada salah satu huruf a, b, c, dan d yang dianggap jawaban paling benar!










- We use our feet to ...  
 a. Hear                      c. Hold   
 b. Breathe                  ~~X~~ d. Walk
- We can ... a chocolate with our teeth.  
~~X~~ a. Bite                      c. Smell   
 b. Taste                      d. Touch
- Andi smelling flowers with ...  
~~X~~ a. Nose                      c. Hand   
 b. Head                      d. Ears
- I can ... the sound with my ears.  
~~X~~ a. Hear                      c. Breathe   
 b. Write                      d. Hold
- We use our ... to hold.  
 a. Nose                      ~~X~~ c. Hand   
 b. Head                      d. Ears
- I watch the movie with my...  
 a. Hands                      c. Nose   
 b. Ears                      ~~X~~ d. Eyes
- Arhan feels pain on his tooth.  
 He has ...  
 a. Stomachache              ~~X~~ c. Toothache   
 b. Cough                      d. Headache
- Faisal feels pain on his head. He has ...  
 a. Cough                      c. Fever   
 b. Diarrhea                      ~~X~~ d. Headache
- Rafael feels pain on his back.  
 He has...  
~~X~~ a. backache                      c. Toothache   
 b. Headache                      d. Fever
- Eating spicy food makes me have ...  
 a. Fever                      c. Headache   
 b. Backache                      ~~X~~ d. Stomachache
- Farah feels pain on his throat, she has...  
~~X~~ a. Cough                      c. Diarrhea   
 b. Stomachache                  d. Fever
- Tia : Hey ali, you look pale. What's wrong?  
 Ali : I have stomachache.  
 Tia : ...  
 Ali : Thank you  
 a. Really? How could that be?              ~~X~~ c. Oh dear, take this medicine  
 b. Is it hurt?                      d. So what you going to do?
- Eka : Tina, how are you feeling?  
 Tina : I feel really weak.  
 Eka : ...  
 Tina : Thank you, Eka.  
 a. Really?                      c. How could that be?  
 b. Oh I see, so                  ~~X~~ d. That's terrible, you have to take a rest.  
 what you gonna do?
- Nia : Olif, why do you keep touching your head?  
 Olif : I feel a bit dizzy.  
 Nia : ... It would be ok soon.  
 Olif : Thanks  
 a. What did you do?              ~~X~~ c. Poor you, drink this water.  
 b. Are you serious?              d. Sounds good
- Nanda : Susi, how are you feeling?  
 Susi : My head is really pain.  
 How is Susi condition?  
~~X~~ a. She has headache              c. She has cough  
 b. She has fever                      d. She has Stomachache
- Zaeni : Hi Ayu, how is your ankle? (1)  
 Ayu : It is still hurt, but at least I can walk now. (2)  
 Zaeni : I am glad to hear that (3). I hope the pain will go away soon (4)  
 Which sentence contains of hope recovery?  
 a. (1)                                      c. (3)  
 b. (2)                                      ~~X~~ d. (4)
- Nanda : Susi, how are you feeling? (1)  
 Susi : My head is still pain. (2)  
 Nanda : Oh ok I see (3). I wish you get better soon. (4)  
 Which sentence contains of hope recovery?  
 a. (1)                                      ~~X~~ c. (3)  
 b. (2)                                      d. (4)
- Which one is the expression of hope?  
 a. I like your picture              c. Congratulations  
 b. I need a nice house              ~~X~~ d. I hope you feel better soon.
- Which one is the correct of hope for someone recovery?  
~~X~~ a. I hope you sad                      c. I hope you win  
 b. I hope you get well soon              d. I hope you glad soon
- "I'm missing you so much (1). Please to don't forget to take your medicine (2). I hope that you are feeling better very soon (3)."  
 Which sentence contains of hope recovery?  
 a. (1)                                      ~~X~~ c. (3)  
 b. (2)                                      d. All is correct

## Worksheet of Pre Test Control Group

Name : Alisa  
Class : 5A/04

### SOAL PRE TEST

A. Berilah tanda silang (X) pada salah satu huruf a, b, c, dan d yang dianggap jawaban paling benar!

- I can see with my ...  
 a. Eyes                      c. Knee   
 b. Hand                      d. Finger
- I use my nose to ...  
 a. Write                      c. Breathe   
 b. Run                      d. Hold
- We use our ... to walk.  
 a. Feet                      c. Hand   
 b. Head                      d. Mouth
- I can hear the sound with my ...  
 a. Neck                      c. Hand   
 b. Foot                      d. Ear
- We usually use hand for ...  
 a. Hear                      c. Walk   
 b. Write                       d. Breathe
- We can bite the apple with...  
 a. Tongue                       c. Ear   
 b. Teeth                      d. Hand
- Bagas feels pain on his head. He has ...  
 a. Stomachache                       c. Diarrhea   
 b. Cough                      d. Headache
- Faisal feels cold. He sleeps with two blankets. He has ...  
 a. Cough                      c. Fever   
 b. Diarrhea                      d. Headache
- Nana feels pain on his stomach. She has..  
 a. Stomachache                      c. Toothache   
 b. Headache                      d. Fever
- Nina can not stop going to the Toilet. She has ...  
 a. Cough                      c. Headache  
 b. Diarrhea                       d. Fever
- Nana feels pain on his throat, she has...  
 a. Cough                      c. Stomachache  
 b. Diarrhea                       d. Fever
- A : Hey, why are you keep touching your back?  
 B : Ouch I have backache.  
 A : ...  
 B : I do hope so, thanks.  
 a. Oh really?                       c. Be patient, it would be ok  
 b. Let me see                      d. No worries  
 c. What happened?
- Lia : what happened to your stomach?  
 Ali : I have stomachache, I was ate spicy chips.  
 Lia : ...  
 Ali : you are right, thanks a lot, Lia.  
 a. Then why you ate spicy food?                       c. Oh that's terrible, let me help you to clinic.  
 b. When you eat?                      d. See you then
- Lili : Nina, are you ok?  
 Ani : Uh not really, I have headache.  
 Lili : ...  
 Ani : Thank you, Lili.  
 a. Good                      c. Oh really? What happened?  
 b. Oh dear, take this medicine                      d. How could that be?
- Eka : Tina, how are you feeling?  
 Tina : I feel really dizzy.  
 Eka : ... it can help you to feel better.  
 Tina : ok, thanks.  
 a. What? Really?                      c. How could that be?  
 b. Just be patient.                      d. Take this water, maybe you dehydrated.
- "We miss you so much (1). The class feels empty without your presence (2). Get well soon and have fun again with us (3)."  
 Based on the message above, which sentence contains of hope recovery?  
 a. (1)                      c. (3)  
 b. (2)                      d. All is correct
- Bagus : Where were you yesterday?  
 Indah : I was sick, I got a Fever  
 Bagus : I am sorry to hear that. ...  
 Indah : I hope so, thank you.  
 Which correct sentence to complete the conversation above?  
 a. I hope you happy                      c. I don't mean to.  
 b. I don't know it.                      d. I hope you get better soon.
- Which one is the expression of hope?  
 a. I like your picture                       c. Congratulations  
 b. I need a nice house                      d. I hope you feel better soon
- Which one is the correct of hope for someone recovery?  
 a. I hope you sad                      c. I hope you win  
 b. I hope you get well soon                      d. I hope you glad
- "Hi Nisa, I.. you will get well soon".  
 a. feel                      c. hope  
 b. need                      d. see

Name : Gang sar  
 Class : 5A/12

**SOAL PRE TEST**

A. Berilah tanda silang (X) pada salah satu huruf a, b, c, dan d yang dianggap jawaban paling benar!

1. I can see with my ...  
 a. Eyes                      c. Knee  
 b. Hand                      d. Finger



2. I use my nose to ...  
 a. Write                      c. Breathe  
 b. Run                       d. Hold



3. We use our ... to walk.  
 a. Feet                      c. Hand  
 b. Head                      d. Mouth



4. I can hear the sound with my ...  
 a. Neck                      c. Hand  
 b. Foot                      d. Ear



5. We usually use hand for ...  
 a. Hear                      c. Walk  
 b. Write                      d. Breathe



6. We can bite the apple with...  
 a. Tongue                       c. Ear  
 b. Teeth                      d. Hand



7. Bagus feels pain on his head. He has ...  
 a. Stomachache                       c. Diarrhea  
 b. Cough                       d. Headache



8. Faisal feels cold. He sleeps with two blankets. He has ...  
 a. Cough                       c. Fever  
 b. Diarrhea                      d. Headache



9. Nana feels pain on his stomach. She has..  
 a. Stomachache                      c. Toothache  
 b. Headache                      d. Fever



10. Nina can not stop going to the Toilet. She has ...  
 a. Cough                       c. Headache  
 b. Diarrhea                      d. Fever

11. Nana feels pain on his throat, she has...  
 a. Cough                      c. Stomachache  
 b. Diarrhea                       d. Fever

12. A : Hey, why are you keep touching your back?  
 B : Ouch I have backache.  
 A : ...  
 B : I do hope so, thanks.

- a. Oh really?                      c. Be patient, it would be ok  
 b. What happened?                      d. No worries

13. Lia : what happened to your stomach?  
 Ali : I have stomachache, I was ate spicy chips.  
 Lia : ...

- Ali : you are right, thanks a lot, Lia.  
 a. Then why you ate spicy food?                       c. Oh that's terrible, let me help you to clinic.  
 b. When you eat?                      d. See you then

14. Lili : Nina, are you ok?  
 Ani : Uh not really, I have headache.  
 Lili : ...  
 Ani : Thank you, Lili.

- a. Good                       c. Oh really? What happened?  
 b. Oh dear, take this medicine                      d. How could that be?

15. Eka : Tina, how are you feeling?  
 Tina : I feel really dizzy.  
 Eka : ... it can help you to feel better.  
 Tina : ok, thanks.

- a. What? Really?                      c. How could that be?  
 b. Just be patient.                      d. Take this water, maybe you dehydrated.

16. "We miss you so much (1). The class feels empty without your presence (2). Get well soon and have fun again with us (3)."

Based on the message above, which sentence contains of hope recovery?

- a. (1)                      c. (3)  
 b. (2)                      d. All is correct

17. Bagus : Where were you yesterday?  
 Indah : I was sick, I got a Fever  
 Bagus : I am sorry to hear that. ...  
 Indah : I hope so, thank you.

Which correct sentence to complete the conversation above?

- a. I hope you happy                      c. I don't mean to.  
 b. I don't know it.                      d. I hope you get better soon.

18. Which one is the expression of hope?

- a. I like your picture                      c. Congratulations  
 b. I need a nice house                      d. I hope you feel better soon

19. Which one is the correct of hope for someone recovery?

- a. I hope you sad                      c. I hope you win  
 b. I hope you get well soon                      d. I hope you glad

20. "Hi Nisa, I.. you will get well soon".

- a. feel                      c. hope  
 b. need                       d. see










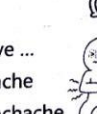
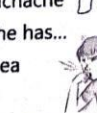
Worksheet of Post Test Control Group

Name : Elok Afifah  
Class : VA / 16

SOAL POST TEST

b = 19

A. Berilah tanda silang (X) pada salah satu huruf a, b, c, dan d yang dianggap jawaban paling benar!












1. We use our feet to ...  
a. Hear  c. Hold   
b. Breathe  d. Walk  
2. We can ... a chocolate with our teeth.  
a. Bite  c. Smell   
b. Taste  d. Touch  
3. Andi smelling flowers with ...  
a. Nose  c. Hand   
b. Head  d. Ears  
4. I can ... the sound with my ears.  
a. Hear  c. Breathe   
b. Write  d. Hold  
5. We use our ... to hold.  
a. Nose  c. Hand   
b. Head  d. Ears  
6. I watch the movie with my...  
a. Hands  c. Nose   
b. Ears  d. Eyes  
7. Arhan feels pain on his tooth.  
He has ...  
a. Stomachache  c. Toothache   
b. Cough  d. Headache  
8. Faisal feels pain on his head. He has ...  
a. Cough  c. Fever   
b. Diarrhea  d. Headache  
9. Rafael feels pain on his back.  
He has...  
a. backache  c. Toothache   
b. Headache  d. Fever  
10. Eating spicy food makes me have ...  
a. Fever  c. Headache   
b. Backache  d. Stomachache  
11. Farah feels pain on his throat, she has...  
a. Cough  c. Diarrhea   
b. Stomachache  d. Fever  
12. Tia : Hey ali, you look pale. What's wrong?  
Ali : I have stomachache.  
Tia : ...  
Ali : Thank you  
a. Really? How could that be?  c. Oh dear, take this medicine   
b. Is it hurt?  d. So what you going to do?
13. Eka : Tina, how are you feeling?  
Tina : I feel really weak.  
Eka : ...  
Tina : Thank you, Eka.  
a. Really?  c. How could that be?  
b. Oh I see, so what you gonna do?  d. That's terrible, you have to take a rest.
14. Nia : Olif, why do you keep touching your head?  
Olif : I feel a bit dizzy.  
Nia : ... It would be ok soon.  
Olif : Thanks  
a. What did you do?  c. Poor you, drink this water.   
b. Are you serious?  d. Sounds good
15. Nanda : Susi, how are you feeling?  
Susi : My head is really pain.  
How is Susi condition?  
a. She has headache  c. She has cough   
b. She has fever  d. She has Stomachache
16. Zaeni : Hi Ayu, how is your ankle? (1)  
Ayu : It is still hurt, but at least I can walk now. (2)  
Zaeni : I am glad to hear that (3). I hope the pain will go away soon (4)  
Which sentence contains of hope recovery?  
a. (1)  c. (3)   
b. (2)  d. (4)
17. Nanda : Susi, how are you feeling? (1)  
Susi : My head is still pain. (2)  
Nanda : Oh ok I see (3). I wish you get better soon. (4)  
Which sentence contains of hope recovery?  
a. (1)  c. (3)   
b. (2)  d. (4)
18. Which one is the expression of hope?  
a. I like your picture  c. Congratulations   
b. I need a nice house  d. I hope you feel better soon.
19. Which one is the correct of hope for someone recovery?  
a. I hope you sad  c. I hope you win   
b. I hope you get well soon  d. I hope you glad
20. "I'm missing you so much (1). Please to don't forget to take your medicine (2). I hope that you are feeling better very soon (3)."  
Which sentence contains of hope recovery?  
a. (1)  c. (3)   
b. (2)  d. All is correct

Name : Gisela Luban Syifa  
Class : Jb / 24

Salah: 7

SOAL POST TEST

A. Berilah tanda silang (X) pada salah satu huruf a, b, c, dan d yang dianggap jawaban paling benar!

1. We use our feet to ...  
 a. Hear                      c. Hold   
 b. Breathe                  d. Walk
2. We can ... a chocolate with our teeth.  
 a. Bite                      c. Smell   
 b. Taste                      d. Touch
3. Andi smelling flowers with ...  
 a. Nose                      c. ~~Hand~~   
 b. Head                      d. Ears
4. I can ... the sound with my ears.  
 a. Hear                      c. Breathe   
 b. Write                      d. Hold
5. We use our ... to hold.  
 a. Nose                       b. Hand   
 c. Head                      d. Ears
6. I watch the movie with my...  
 a. Hands                      c. Nose   
 b. Ears                       d. Eyes
7. Arhan feels pain on his tooth.  
 He has ...  
 a. Stomachache               b. Toothache   
 c. Cough                      d. Headache
8. Faisal feels pain on his head. He has ...  
 a. Cough                      c. Fever   
 b. Diarrhea                       d. Headache
9. Rafael feels pain on his back.  
 He has...  
 a. backache                      c. Toothache   
 b. Headache                      d. Fever
10. Eating spicy food makes me have ...  
 a. Fever                      c. Headache   
 b. Backache                       d. Stomachache
11. Farah feels pain on his throat, she has...  
 a. Cough                      c. Diarrhea   
 b. Stomachache                  d. Fever
12. Tia : Hey ali, you look pale. What's wrong?  
 Ali : I have stomachache.  
 Tia : ...  
 Ali : Thank you  
 a. Really? How could that be?               b. Oh dear, take this medicine  
 c. Is it hurt?                      d. So what you going to do?
13. Eka : Tina, how are you feeling?  
 Tina : I feel really weak.  
 Eka : ...  
 Tina : Thank you, Eka.  
 a. Really?                       b. How could that be?  
 c. Oh I see, so what you gonna do?                  d. That's terrible, you have to take a rest.
14. Nia : Olif, why do you keep touching your head?  
 Olif : I feel a bit dizzy.  
 Nia : ... It would be ok soon.  
 Olif : Thanks  
 a. What did you do?                  c. Poor you, drink this water.  
 b. Are you serious?                  d. Sounds good
15. Nanda : Susi, how are you feeling?  
 Susi : My head is really pain.  
 How is Susi condition?  
 a. She has headache                  c. She has cough  
 b. She has fever                      d. She has Stomachache
16. Zaeni : Hi Ayu, how is your ankle? (1)  
 Ayu : It is still hurt, but at least I can walk now. (2)  
 Zaeni : I am glad to hear that (3). I hope the pain will go away soon (4)  
 Which sentence contains of hope recovery?  
 a. (1)                                  c. (3)  
 b. (2)                                  d. (4)
17. Nanda : Susi, how are you feeling? (1)  
 Susi : My head is still pain. (2)  
 Nanda : Oh ok I see (3). I wish you get better soon. (4)  
 Which sentence contains of hope recovery?  
 a. (1)                                  c. (3)  
 b. (2)                                   d. (4)
18. Which one is the expression of hope?  
 a. I like your picture                  c. Congratulations  
 b. I need a nice house                  d. I hope you feel better soon.
19. Which one is the correct of hope for someone recovery?  
 a. I hope you sad                      c. I hope you win  
 b. I hope you get well soon                  d. I hope you glad soon
20. "I'm missing you so much (1). Please to don't forget to take your medicine (2). I hope that you are feeling better very soon (3)."  
 Which sentence contains of hope recovery?  
 a. (1)                                  c. (3)  
 b. (2)                                   d. All is correct

*Appendix 5 : Pre-Test and Post-Test of Experiment Group and Control Group*

*The Result Pre-Test and Post-Test Experiment Group*

STUDENTS CODE	EXPERIMENT GROUP	
	Pre-Test	Post-Test
E1	55	95
E2	40	85
E3	40	80
E4	35	80
E5	35	80
E6	40	95
E7	50	100
E8	35	75
E9	40	85
E10	35	80
E11	45	90
E12	40	80
E13	65	100
E14	45	70
E15	50	100
E16	50	75
E17	30	65
E18	35	80
E19	35	85
E20	40	80
E21	45	75
E22	35	85
E23	35	70
E24	45	90
E25	40	85
E26	35	80
E27	45	80

*The Result Pre-Test and Post-Test Control Group*

STUDENTS CODE	CONTROL GROUP	
	Pre-Test	Post-Test
C1	35	70
C2	40	55
C3	35	60
C4	55	80
C5	50	75
C6	45	70
C7	40	65
C8	45	50
C9	35	55
C10	45	75
C11	40	60
C12	45	70
C13	35	70
C14	45	55
C15	45	60
C16	65	65
C17	45	60
C18	40	70
C19	45	75
C20	40	60
C21	35	50
C22	35	55
C23	45	60
C24	40	65
C25	40	60
C26	50	80
C27	55	100

## Appendix 6 : Observation Letter



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI  
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Jenderal A. Yani, No. 40A Purwokerto 53126  
Telepon (0281) 635624 Faksimili (0281) 636553  
www.ftik.uinsaizu.ac.id

Nomor : B.m.4884/Un.19/D.FTIK/PP.05.3/10/2023

18 Oktober 2023

Lamp. : -

Hal : **Permohonan Ijin Riset Individu**

Kepada  
Yth. Kepala MI DARUL HIKMAH BANTARSOKA  
Kec. Purwokerto Barat  
di Tempat

*Assalamu'alaikum Wr. Wb.*

Diberitahukan dengan hormat bahwa dalam rangka pengumpulan data guna penyusunan skripsi, memohon dengan hormat saudara berkenan memberikan ijin riset kepada mahasiswa kami dengan identitas sebagai berikut :

- |                    |   |
|--------------------|---|
| 1. Nama            | : HALLA SOFYA   |
| 2. NIM             | : 1917404004  |
| 3. Semester        | : 5 (Lima)  |
| 4. Jurusan / Prodi | : Tadris Bahasa Inggris   |
| 5. Alamat          | : Bantarsari, Cilacap   |
| 6. Judul           | : "The Effectiveness of TPR Method in Students Vocabulary Mastery at 5th Grade MI Darul Hikmah Bantarsoka Banyumas" |

Adapun riset tersebut akan dilaksanakan dengan ketentuan sebagai berikut :

- |                      |                              |
|----------------------|------------------------------|
| 1. Objek             | : Kelas 5                    |
| 2. Tempat / Lokasi   | : MI Darul Hikmah Bantarsoka |
| 3. Tanggal Riset     | : 19-10-2023 s/d 19-12-2023  |
| 4. Metode Penelitian | : Kuantitatif                |

Demikian atas perhatian dan ijin saudara, kami sampaikan terima kasih.  
*Wassalamu'alaikum Wr. Wb.*

An. Dekan  
Ketua Jurusan Tadris



Maria Ulpah

Tembusan :

1. Ketua Yayasan Pendidikan Darul Hikmah Bantarsoka





**LEMBAGA PENDIDIKAN MA'ARIF NU KABUPATEN BANYUMAS  
MADRASAH IBTIDAIYAH DARUL HIKMAH BANTARSOKA**

Alamat : Jl. Jenderal Sudirman N0.7 Bantarsoka Purwokerto Barat

Tlp : (0281) 627257

Website : <https://www.midarulhikmahbantarsoka.com/>

**SURAT KETERANGAN**

Nomor : 188/LPM/33.03/MI-03/G/XI/2023

Yang bertanda tangan dibawah ini :

Nama : Ngatoah, S.Pd.I  
NIP : -  
Jabatan : Kepala Madrasah  
Tempat Tugas : MI Darul Hikmah Bantarsoka

Menerangkan bahwa :

No.	Nama	NIM	Jurusan / Prodi
1.	Halla Sofya	1917404004	Tadris Bahasa Inggris

Nama tersebut di atas telah melakukan penelitian di MI Darul Hikmah Bantarsoka dengan judul “ *The Effectiveness of TPR Method in Students Vocabulary Mastery at 5<sup>th</sup> Grade MI Darul Hikmah Bantarsoka Banyumas*”, pada tanggal 19 Oktober s.d 19 Desember 2023.

Demikian surat keterangan ini kami buat untuk dipergunakan sebagaimana mestinya.



Purwokerto, 01 November 2023

Kepala Madrasah

Ngatoah, S.Pd.I

NIP. -

*Appendix 7 : Documentation of Teaching and Learning Activities*

*Giving Pre Test in Control Group*



*Giving Pre Test in Experiment Group*



*Giving Post Test in Control Group*



*Giving Post Test in Control Group*



*Experiment Group  
(VB)*

*Control group  
(VA)*



*Appendix 8 : The Result of Simple Random Sampling by Roulette Wheel*

*A. The result for Experiment Group*

*B. The Result for Control Group*

