TEACHING VOCABULARY USING TOTAL PHYSICAL RESPONSE (TPR) FOR VII GRADE AT SMPN 2 ARJASA
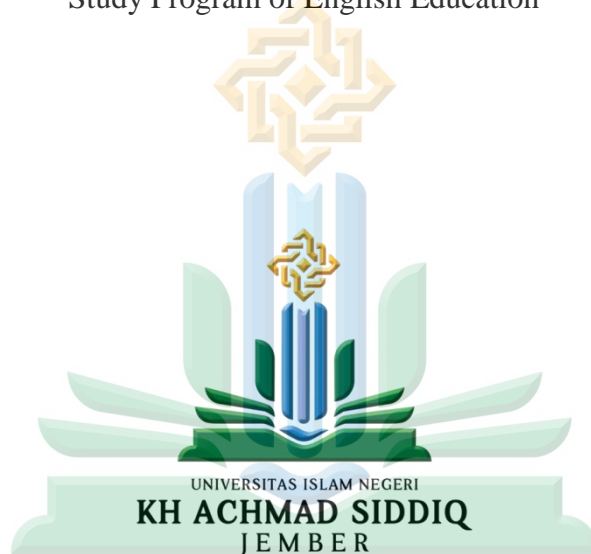
THESIS

Submitted to State Islamic University Kiai Haji Achmad Siddiq Jember
To fulfill one of requirements for Bachelor Degree (S.Pd)
Faculty of Education and Teacher Training
Department of Islamic Studies and Language Education
Study Program of English Education

By:

Aldi Fajar Setiawan
SRN T20196043

STATE ISLAMIC UNIVERSITY OF KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF EDUCATION AND TEACHER TRAINING
DECEMBER 2024

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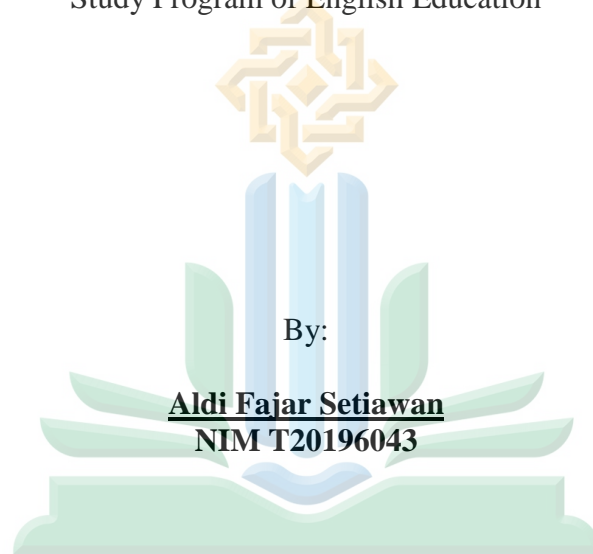
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TEACHING VOCABULARY USING TOTAL PHYSICAL RESPONSE (TPR) FOR VII GRADE AT SMPN 2 ARJASA

THESIS

Has been examined and approved by the board for examiners
in partial to fulfillments of Bachelor Degree (S.Pd)
Faculty of Tarbiyah and Teacher Training
Department of Islamic Studies and Language Education Program
of English Education

Day: Tuesday
Date: 10 December 2024

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MOTTO

وَعَلَّمَ ءَادَمَ ٱلْأَسْمَآءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى ٱلْمَلَٰٓئِكَةِ فَقَالَ أَنۢبِـُٔونِى بِأَسْمَآءِ هَٰٓؤُلَآءِ إِن كُنتُمْ صَٰدِقِينَ ۝

"And He taught Adam the names (things) of all of them, then He showed them to the angels, saying, "Tell Me the names of all these (things), if you are truthful."[1]

Explanation: This verse reflects that Allah teaches knowledge by giving direct experience to humans. This concept is in line with Total Physical Response(TPR) which uses a real experience approach through physical actions to understand and remember what has been taught

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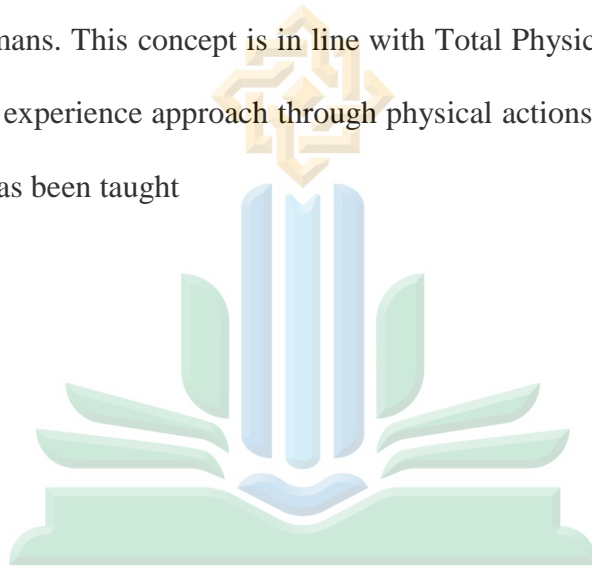
[1] Al-Qur'an, Surah Al-Baqarah, 2:31, "Dan Dia mengajarkan kepada Adam nama-nama..." (dari Quran.com, diakses 18 Desember 2024,

DEDICATION

I sincerely appreciate the following people for their contributions to the completion of my thesis, and I dedicate it to:

My Little Family

My mother, father, and my brother, I offer my deepest appreciation for your unwavering love, prayers, and support. Every effort and sacrifice you have made has been a constant source of strength and motivation for me. Without your encouragement, this achievement would not have been possible. This work is wholeheartedly dedicated to you.
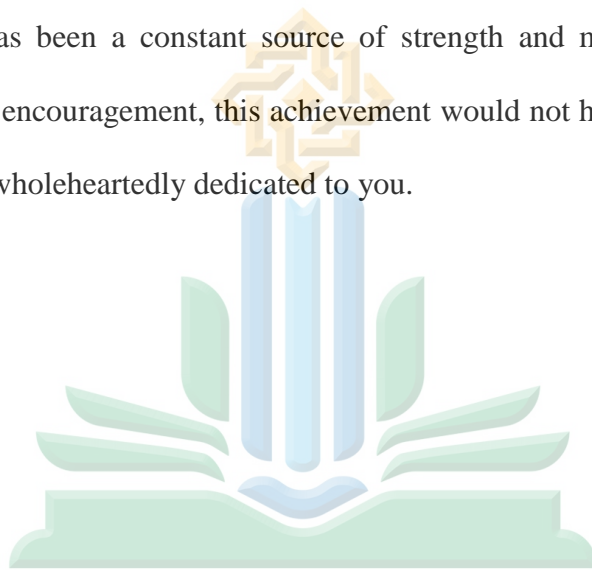
ACKNOWLEDGEMENT

In the Name of Allah. All praises be to Allah, the most Gracious, the most Merciful, king of the king, the Lord of the world, and the master of the day after, who has given us blessing and guidance. Because of His graciousness and mercifulness, the writer can write well. The writer realizes and feels very sure that without His mercy and guidance, it would not be possible to finish the thesis.

Praise and salutation upon our prophet Muhammad SAW who had brought us to the path of light from the darkness in this life. The best messenger for people all over the world, peace be upon him, his families, his companions, and his followers.

In this opportunity, the writer here would like to express her profound gratitude, more than she can express, to;

1. Prof. Dr. H. Hepni, S.Ag., M.M., CPEM., Rector of Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember, for providing support and facilities that enabled me to pursue my studies at this esteemed institution.

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7. Principal of SMPN 2 Arjasa, Syaifudin, M.Pd., and the staffs for giving me permission and helping me during my research at SMPN 2 Arjasa

8. The English Teacher, Dwi Enik, S. S who gave me support and help me in conducting my research.

9. The students of English Club at SMPN 2 Arjasa who gave their time to participate in this research.

I wish Allah SWT give blessing to all of you. I realize that this thesis is far from being perfect. Therefore, criticism and suggestion will be appreciated. The researcher hopes this thesis will be useful for reader and other researcher who need it.

Jember, 5 December 2024

ALDI FAJAR SETIAWAN
NIM T20196043

ABSTRACK

Aldi Fajar Setiawan, 2024: *Teaching Vocabulary Using Total Physical Response (TPR) for VII Grade at SMPN 2 Arjasa*

keyterm: *Implementation, Total Physical Response (TPR), Vocabulary*

This study explores the implementation of the Total Physical Response (TPR) method in teaching vocabulary to seventh-grade students. The TPR method, which combines language learning with physical movement, aims to enhance students' engagement and retention of new vocabulary. This research adopts a qualitative approach and involves classroom observation and student feedback to evaluate the effectiveness of TPR in improving vocabulary acquisition. The findings indicate that TPR significantly increases students' enthusiasm, participation, and understanding of vocabulary, as it links physical actions to word meanings, facilitating better memory recall. The study concludes that TPR is an effective and enjoyable strategy for teaching vocabulary in the context of young learners, particularly those in the early stages of English language acquisition.

The focus of this research is: 1) How to implement the TPR method in teaching vocabulary for VII grade at SMPN 2 Arjasa? 2) What are the problems in applying TPR method in teaching vocabulary for VII grade at SMPN 2 Arjasa? The aim of this research is to describe: To find out the implementation of the TPR method in teaching vocabulary for VII grade at SMPN 2 Arjasa. This research is qualitative research, data collection techniques consist of interviews, observation and document review. The subjects of this research were English teachers and seventh grade students. The setting of this research is at SMPN 2 Arjasa.

The results of the research show that: 1) The Implementation of Total Physical Response (TPR) in Teaching Vocabulary is: (Pre-Activity) The teacher begins the learning process by praying together, checking the students' attendance list, and telling them to sit as comfortably as possible, (Main Activity) after the teacher provide the vocabulary listed in the worksheet instructing them to focus on memorizing with the teacher's guidance by reading together repeatedly, he instructs them to memorize the vocabulary in a few minutes

start learning using body language games with the Total Physical Response (TPR) method. based on that and putting it into practice, (Post-activity/Evaluation) the teacher gives feedback on their presentation, after that they practice, it's time to close the learning process with prayer. 2) Students' perceptions of the Total Physical Response (TPR) method for memorizing English vocabulary are: They find it easy to grasp the material, they are able to memorize the vocabulary that has been given and they respond well to what the teacher instructs, they are more active, enthusiastic and serious in the learning process.

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CHAPTER I

INTRODUCTION

A. Context of Research

This paper first throws light on current research and practice in teaching vocabulary and moves on to explain some of the innovative methods for teaching vocabulary[2]. Vocabulary is difficult to teach because of the complexity of its linguistic, semantic and psycho-cognitive aspects. As what as teacher stated that keep looking for ways to substitute rote repetition with more effective techniques. It easier to learn English in which they will master strategies in learning vocabulary. However, many problems encountered in learning English elements such as speaking, reading, listening, and writing. They are generally caused by the learner's lack of vocabulary mastery and the learner's lack of knowledge to place vocabulary in speaking, reading, listening, practice and writing. In which, several ways will emerge to adapt to students during the learning process that is called as method.

Teaching vocabulary for junior high school is not easy because students of junior high schools are teenagers, so it is essential to introduce English, especially vocabulary, with appropriate method. The learning method is a technique that used in delivering material to achieve goals. Early childhood has different acceptance with adults when learning languages, including English. It is necessary to use a variety of interesting and fun learning methods so that children are motivated to take part in the teaching

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[2] B.Anuthama," Strategies for Teaching Vocabulary", *journal of NELTA*, Vol.15 No 1-2 (Desember 2010)

and learning process. The purpose of this study is to get an overview of the implementation of English learning that has been carried out through evaluation in improving the quality of learning as a basis for the formation of appropriate methods and will later affect optimal learning outcomes[3].

Method is a long-term plan that is structured to deliver on the achievement of certain goals and objectives. attempts to embark on analyzing the conventional the teaching method in large classes of the public sector colleges, suggesting some alternative approaches to the management of large English classes[4]. There are several methods that are usually applied by English teachers those are: Grammar Translation Method (GTM), Audio Lingual Method, Silent Way, Community Language Learning (CLL), Total Physical Response (TPR)[5]. From the variation of those methods, this research used TPR (Total Physical Response) method. Guided learning model, learning visually based and fun, optimizing learning with applications and social media, learning oriented to creativity and optimizing learning in groups, and implementing a blended learning system[6]. Total Physical Respond (TPR) is a method where teachers and students must be active in class learning. Therefore, many existing methods, this research uses TPR method (Total Physical Response) to be studied in this research.

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[3] Ayu bella pertiwi," metode pembelajaran kosa koata pada anak usia dini", *jurnal kumara cendekia,* Vol 9 no. 2 juni 2021

[4] Dr. SHAHID IMTIAZ," Exploring Strategies for English Language Teaching of Pakistan Studies in Public Sector Colleges", *ResearchJjournal of English Language and Literature (RJELAL)*, 2 No 2 (2014):248

[5] Yanrini Martha Anabokay," TEFL Methods in Indonesia", *International Journal of Linguistics, Literature and Culture*, Vol. 5, No. 2, March 2019

[6] Ahmad Daud, "strategi guru mengajar di era milenial", *Journal of Learning and Development,* Vol. 17 No. 1 Januari-Juni 2020: 29

Total Physical Response (TPR) method is a "natural method" in a sense that second language learner follows the naturalistic process of first language learning[7]. On Basically, TPR consists of government arrangements or compliance provided by the instructor/teacher a clear physical response. For example, if the teacher says stand up then the students in the class stood up [8]. There are many English language method for learning Vocabulary, but only a few are used. The researcher chooses a method which is in the form of a game, namely body language. This method used for 7 grade students at SMPN 2 Arjasa in using this method, the teacher that include paper and whispers. The teacher stated the method is not so bore when it is implemented in the class. However, the school becomes Islamic boarding school since this school is used as an Islamic boarding school where several things that some of what has been done is Islamic in nature. For example, reading holy Quran in everyday also praying dhuha. Therefore, researcher is interested in this school as research in this thesis

Base on my interview with English teacher at SMPN 2 Arjasa School to Mrs. Dwi as the English teacher. She said that this learning/method is very effective for English teachers because with this the teacher can do it in a relaxed manner and it is certain that it makes other students feel happy without any pressure[9]. He made the most interesting method possible that could be

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[7] Aprilia Riyana Putri, "TEACHING ENGLISH FOR YOUNG LEARNERS USING A TOTAL PHYSICAL RESPONSE (TPR) METHOD", *Jurnal Edulingua*, vol. 3 No 2 juli-desember 2016

[8] Al Khansa Nova Misbahillah," Penerapan Metode TPR untuk Meningkatkan Kosakata Berbahasa Inggris pada Siswa SMP di Asrama Yatim Piatu Hidayatullah", *jurnal pengabdian Masyarakat madani* ,vol.3, no 1, februari 2023: 91-97

[9] Dwi, *Interviewed by Researcher,* Jember, 20 th September 2023

developed for the students' vocabulary, namely using visual images and they understood better than just using the written method of understanding. Following with the researcher's interviews with students at SMPN 2 Arjasa, of which 10 students from the interviews received positive responses. Therefore, the researcher concludes that the TPR method is indeed very useful and can be used in the initial focus of learning English to continue to a more difficult level. Researchers took grade 7 because this is something very basic that must be known before, they focus on deeper learning in English.

This is in line with what previous researchers Deni Setiawan he stated that Vocabulary is an important language component to be learned by English language learners. It should be taught since early age, especially to elementary students. Teaching English vocabulary, especially to elementary students, required effective and interesting method that suits with children's learning characteristics. Children understand something through what they see, listen, and do. Therefore, English teachers should select the suitable method that is child-friendly. One of the ways to teach vocabulary is through Total Physical Response (TPR) method. This study was descriptive qualitative research to describe teaching material, teacher's roles and teaching stage in the implementation of TPR to teach vocabulary to elementary students The subject of this study was the English teacher who taught the elementary students[10]. The difference in my research is the application of TPR to 7th grade junior high school students using games and guessing pictures which

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[10] Deni Setiawan," Teaching Vocabulary through Total Physical Response to Elementary Students", *journal of development research,* vol. 6 no. 2, November 2022

enable them to remember spelling and also effectiveness in learning in the classroom. This research only focuses on the total physical response (TPR) used by SMPN 2 Arjasa to assess students' vocabulary abilities. This is related to Islamic boarding schools which place more emphasis on religious learning. As well as providing comfort in learning in class by interacting through conversation and demonstrating communication skills as well as directing students to study foreign languages intensively base on their interests and talents. Hence, researcher is interested in exploring/applying vocabulary using the TPR method in the research title: Teaching Vocabulary Using Total Physical Response (TPR) for VII Grade at SMPN 2 Arjasa

B. Focus of The Research

From the previous research context, that occurred in children which were the cause of obstacles to the process of memorizing vocabularies during English lessons. There were many problems that researchers found, but it is important for researchers to limit the problems so that they can focus on certain problems. So, the research was more focused on students' ability to memorize English vocabulary. Researchers formulated the research questions as follows

1. How to teach vocabulary using the TPR method for VII grade at SMPN 2 arjasa?

2. What are the problems in applying TPR method in teaching vocabulary for VII grade at SMPN 2 arjasa?

C. The Objectives of This Research are:

1. To describe the implementation of the TPR method in teaching vocabulary for VII grade at SMPN 2 arjasa

2. To describe what are the problems in the application of the TPR method in teaching vocabulary for VII grade at SMPN 2 arjasa

D. The Significance of Research

The results of the development of this research are expected to provide benefits for various parties including:

1. Theoritical Benefits

a. The results of this study are expected to be able to develop strategies that have been implemented, so that this study can be a better strategy

b. The results of this study are expected to be an innovation in English language learning

2. Practical Benefits

a. For teachers

The results of the research are expected to be useful for English teachers at SMPN 2 Arjasa, especially in teaching speaking, where teachers can manage speaking assessments well and see their vocabulary.

b. For Students

It is hoped that the results of this study can be used by students to continue learning and build good communication with others and are expected to be used to develop language skills, especially to

develop speaking skills. So from the results of this study it is hoped that it can increase students' motivation in learning English

c. For Other Researchers

The results of this study are expected to be a reference for other researchers who are conducting research in the same field but with different research focuses. The research design is also expected to be a new experience for other researchers in conducting their research.

d. For the Institution studied

1) It is hoped that the results of this study can be absorbed as a reference by tutors at SMPN 2 Arjasa. So that tutors can assess SMPN 2 arjasa members better than before.

2) The results of this study are expected to be a reference for tutors in assessing speaking at other levels at SMPN 2 Arjasa.

E. **The Definition of Keyterms**

Used as a reference that there are no misunderstandings in interpreting in understanding the terms in the title of this study. Therefore, researchers need to explain and affirm several terms as follows:

1. **Vocabulary**

A lack of vocabulary knowledge can be a significant factor in learners' reluctance to learn writing and comprehending the language in use. This is because there are obvious characteristics within the wide range of vocabulary challenges for instance, word frequency, saliency, learning

burden, and learners' vocabulary needs[11]. in this research, vocabulary is implemented to: 1. Develop Student Vocabulary 2. Improve Language Comprehension 3. Reduce Language Learning Anxiety 4. Increase Student Engagement 5. Increase Vocabulary Retention. This method is often used in foreign language learning for children or beginners, but can also be adapted for various age groups and ability levels by using Total Physical Response (TPR) in this research

2. **TPR (Total Physical Response)**

   According to James Asher, TPR is a language learning method that is based on coordination between speech and physical movement. He explained that this method imitates the way children learn their first language through verbal commands followed by physical actions. This approach aims to create a natural and enjoyable learning process[12]. this is one of the methods created by James Asher, a psychology professor at San José State University in California, the United States, to help students learn foreign language. This method used in this research to: 1. Facilitate Language Acquisition: TPR focuses on connecting language to physical actions, helping learners internalize vocabulary and sentence structures in a natural, similar to how students learn their first language. 2. Enhance Memory Retention: Combining verbal input with physical movements, TPR strengthens memory retention, as it engages both cognitive and motor

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[11] Hanita Hanim Ismail," Exploring Vocabulary Learning Strategies in a Second Language Setting: A Review, *International Journal of Academic Research in Business and Social Sciences*, Vol. 11, No. 12, 2021, E-ISSN: 2222-6990

[12] (Asher, 1977, "Learning Another Language through Actions")

skills in the learning process. 3. Reduce Anxiety in Learning: This method lowers the stress associated with language learning by allowing learners to respond physically rather than verbally, creating a low-pressure environment conducive to learning. 4. Engage Learners Actively: The physical activity component of TPR makes the learning process dynamic and engaging, especially for younger learners or those with limited prior exposure to the language.

F. Systematic Discussion

The result of this study was divided into five chapters. Which were explained as follows:

Chapter I is an introduction. This chapter consisted of research background, research question, research objective, the significance of research, definitions of key terms.

Chapter II is review of related literature. This chapter consisted of previous research and theoretical framework.

Chapter III is a research methodology. This chapter consisted of research design, research location, data collection techniques, data analysis, instrument validity, research procedures, and research outline.

Chapter IV is the research findings. This chapter consisted of description of the research objective, data presentation, data analysis, findings, and discussion.

Chapter V is a conclusion and suggestion. It consisted of conclusion and suggestion.

Furthermore, this thesis and with bibliography, attachments containing research matrix, research journal, documentation, authenticity statement, research permits, certificates of completion of research and curriculum vitae of the researcher.

CHAPTER II

LITERATURE REVIEW

In this chapter, the research explains two sub-chapters. The first is a review of previous studies where researchers explain the differences between this study and previous studies. The second is the theoretical framework, where the researcher explain the theories related to this research.

A. Previous Research

Some researchers have studied several issues related to assessment procedures with different focuses and subs but the research findings show almost the same results. Here are some previous studies discovered by researchers:

1. Farismata this researcher used quantitative "Enriching Students' vocabulary through the application of total physical response (TPR) method" it proved that he used this TPR method very satisfactory. In fact, he used the group method so that they could take the initiative to cooperate with each other and get to know each other. By using independent t-sample and frequency test. The performance of the experimental group has its own charm, namely the excellent performance of the control group. And there are differences from the tests he studied, namely from the significant differences in the posttest results between the experimental and control groups.[13]

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[13] Farismata, "Enriching Student' Vocabulary Though, the Application of Total Physical Response (TPR) Method", *Journal on Education*, 06 No. 01 (2023): 6577-6586

2. Amrin Hi. Saban" The effect of total physical response in teaching English vocabulary" This study used a quantitative method with a pre-experimental design through pre-test and post-test. Data collection by researchers used three steps, namely pre-test, treatment, and posttest. Researchers used a vocabulary test to determine student competence. Then, the researcher applied Total Physical Response to determine student competency in vocabulary mastery. This researcher said that English is a language that will always exist and starts from junior high school to high university. Where in English we will learn 4 elements namely speaking, listening, vocabulary and reading which will strengthen our language skills later[14].

3. Noviya Lakshita Dewi" THE IMPLEMENTATION OF TOTAL PHYSICAL RESPONSE (TPR) METHOD TO TEACH VOCABULARY IN E-LEARNING." use of the TPR method to teach English vocabulary to children in an online learning environment. This research used a qualitative descriptive approach and was conducted at the English Box Course, Kampung England, Pare, Kediri. The implementation process consists of three main steps: planning (preparing learning plans), implementation process (physical command-based activities via Zoom), and evaluation (assessing student understanding). This method is

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[14] Amrin Hi. Saban, "The Effect of Total Response (TPR) In Teaching English Vocabulary", *jurnal blingua*, 11 No 01 (2021): 43

considered effective and liked by students because it involves physical activity that supports language learning in an interactive and fun way[15].

4. Zul Astri, "The Use of TPR Method for Disable Students with Different Learning Styles in English Vocabulary Development" The TPR method, which integrates physical movement with language learning, is considered effective for students with various disabilities because this approach involves visual, auditory and kinesthetic activities. This research aims to explore the effectiveness of the TPR method in improving the vocabulary skills of students with special needs who have different learning styles. The TPR method is effective in helping students with special needs develop English vocabulary, regardless of differences in learning styles. The multisensory approach offered by TPR allows students to learn in a way that suits their abilities and preferences[16].

5. Cicih Nuraeni" Students' Using Total Physical Response (TPR) Method on Young Learners English Language Teaching" The TPR method has proven to be effective for improving young students' English skills, especially in terms of understanding vocabulary and simple instructions. The author suggests this method be used more widely for teaching English to children. Research Objective: Evaluate the effectiveness of TPR in helping young students learn English, especially vocabulary and basic

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[15] Noviya Lakshita Dewi" THE IMPLEMENTATION OF TOTAL PHYSICAL RESPONSE (TPR) METHOD TO TEACH VOCABULARY IN E-LEARNING." *Jurnal Pendidikan Bahasa Inggris Proficiency*, Vol 4 No 1 Jan 2022: 34

[16] Cicih Nuraeni," Students' Using Total Physical Response (TPR) Method on Young Learners English Language Teaching" *JOURNAL OF ENGLISH LANGUAGE LITERATURE AND TEACHING*, Vol. 3, No. 1, April 2019: 29

phrases. Research Method: Research was conducted on early age students using an observation approach and evaluating learning outcomes after using TPR[17].

This previous study will be explained in the table 2.1

Table 2.1

No	Research Titles	Similarities	Differences
1.	Farismata "Enriching Students' vocabulary through the application of total physical response (TPR) method"	Both researchers implement Total Physical Response (TPR) as the easier method for the student	This researcher used the experimental and control groups where grub is very helpful and you can say that they will work together to find out something about English. This is qualitative
2.	Amrin Hi. Saban" The effect of total physical response in teaching English vocabulary"	Both researchers research supports the use of the TPR method to improve English vocabulary learning	This researcher only focuses on the effect of TPR and analyzing the data that has been examined so that it proves that the TPR method is indeed very useful for teachers in teaching in class. but this research focus on an application in the TPR method
3.	Noviya Lakshita Dewi" The Implementation of Total Physical Response (TPR) Method to Teach Vocabulary in E-Leaning"	research supports the use of the TPR method to improve English vocabulary learning	Researchers talk about the students in online learning via e-learning. This research uses face-to-face learning where you want to know the phenomena that occur in class
4.	Zul Astri, "The Use of TPR Method for Disable Students	research supports the use of the TPR method to improve English	Students with special needs with various learning styles (visual,

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[17] Zul Astri, "The Use of TPR Method for Disable Students with Different Learning Styles in English Vocabulary Development" *Scope of English Language Teaching, Literature and Linguistics*, Vol. 2 No. 2, Desember 2019: 68

No	Research Titles	Similarities	Differences
	with Different Learning Styles in English Vocabulary Development"	vocabulary learning	auditory, kinesthetic) in my research it was applied to grade 7 students at SMPN 2 Arjasa
5.	Cicih Nuraeni" Students' Using Total Physical Response (TPR) Method on Young Learners English Language Teaching"	Both researchers research supports the use of the TPR method to improve English vocabulary learning	This researcher Traditional school, with no adjustments for special needs. My research involves junior high school students to adjust further learning

Base on the previous studies above many of them the researcher conducted a qualitative study on English vocabulary learning using TPR and a game-based approach. They used color and social media for 70% of the learning, with body language and images for more active interaction. The study also focused on using previous vocabulary for easier pronunciation and vocabulary learning strategies, which are important topics in linguistics application. The research highlights the effectiveness of TPR in teaching English in class.

B. **Theoretical Framework**

In analyzing this research, it is necessary to have several theories related to this research. This theoretical research helped researchers to answer research questions. The theoretical in this research were:

1. **Vocabulary**

   a. **Definition of Vocabulary**

   Language consists of two components namely science/knowledge (knowledge) and skills (skills). The first component consists of

grammar, vocabulary (vocabulary), spelling (spelling), pronunciation. Second component are language skills, including listening and speaking (speaking), reading (reading), and writing (writing)[18]. applied simultaneously by language users, is a reflection of how good the language users are can speak the language well and true. To express ideas, one needs a vocabulary the number may be unlimited according to the goals or objectives that want to achieve through communication.

In this context, it is clear that vocabulary will influence fluency communication flow. Vocabulary is very important for understanding or finding out the names of things. Something that we encounter in every daily life is also needed in carrying out activities and success in learning English, students must cultivate adequate vocabulary and as we know students cannot express their ideas and emotions[19], because acquiring is the most important thing when learning English.

Vocabulary is a necessity when learning a language and of course language teachers are expected to have creative ideas to teach vocabulary in a planned and fun way. Without a broad, vocabulary and strategies for acquiring new vocabulary students often reach their potential and may be discouraged from taking advantage of the language learning opportunities around them such as listening to the

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[18] Besral, "PEMBELAJARAN BAHASA INGGRIS UNTUK ANAK-ANAK", *Ta'dib*, Volume 13, No.1 (Juni 2010): 12

[19] Halim Shanty, *"Students Vocabulary and Pairs Teaching"*, Journal on English Language Teaching, (Politeknik Ujung Padang, Ujung Padang, 2017), 02

radio, listening to native speakers, and in a different context, reading or watching television.

b. **The Important of Vocabulary**

Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. Underscoring the importance of vocabulary acquisition, emphasizes that "lexical knowledge is central to communicative competence and to the acquisition of a second language"[20].

In addition, vocabulary is a tool for forming words in speaking fluency in a foreign language to find out what is meant by law. Learning vocabulary is a very important part of learning a language. The more words you know, the greater your ability to understand what you hear and read and the greater your ability to say what you want to say or write the utility of the dictionary as a reliable source for word meanings, spelling, and pronunciation is widely recognized. A good dictionary also contains information about grammar, usage status, synonym discrimination, application of derivative affixes, and distinctions between spoken and written English not generally treated in text-books, even in a rudimentary fashion[21]. In vocabulary there

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[20] MOFAREH ALQAHTANI, "THE IMPORTANCE OF VOCABULARY IN LANGUAGE LEARNING AND HOW TO BE TAUGHT", *International Journal of Teaching and Education*, Vol. III, No. 3 / 2015

[21] F. Filiz Yalçın Tılfarlıoğlu," The Relationship between Vocabulary Learning Strategies and Vocabulary Proficiency of English Language Learners", *International Journal of Applied Linguistics & English Literature,* Vol. 1 No. 2; July 2012

must be a spelling which is found in the foreign language dictionary that we are studying. From here the teacher provides explanations to students for learning vocabulary, namely how to read it correctly. The researcher concluded that the importance of vocabulary is at the highest level in foreign language learning because this is a medium that requires students to know the meaning of the word before they speak and also the main point of vocabulary is providing the correct spelling. If the spelling is mispronounced even 1 letter, then the meaning will be different.

c. **Type of Vocabulary**

1) Vocabulary teaching and learning were not given much priority in second language programs. It was believed that vocabulary learning could look after itself during learning other language components[22]. This research gives two kinds of the active vocabulary tests. In this test, students were given sentences with blanks. They were asked to fill in the blanks with suitable words the first letters of which were provided. The reason for provision of the first letter of the target words is to avoid the elicitation of non-target items which might fit the context of the sentences[23]

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[22] Mandana Hazrat, "The Impact of Two Types of Vocabulary Preparation on Listening Comprehension, Vocabulary Learning, and Vocabulary Learning Strategy Use", *Theory and Practice in Language Studies*, Vol. 3, No. 8, pp. 1454, August 2013

[23] Mandana Hazrat, "The Impact of Two Types of Vocabulary Preparation on Listening Comprehension, Vocabulary Learning, and Vocabulary Learning Strategy Use", *Theory and Practice in Language Studies*, Vol. 3, No. 8, pp. 1455, August 2013

2) The passive vocabulary tests. This test was in the form of matching items including target items and their dictionary definitions. Words were presented in groups of six or seven with three or four definitions in front of them. This form of test was also used in other studies such as Laufer and Laufer and Paribakht[24].

This research concludes that this is related to responses which provide an interaction that requires them to find the answer or what is called a guess which is given only 1 letter so that vocabulary errors do not occur at the beginning of learning. Giving groups that make them work together to find a guessed vocabulary.

d. The Classes of vocabulary

vocabulary is a group of words used to communicate in the language. They classify words based on their nature and functional category; it is called as part of speech[25]. Among them:

1) Noun

Nouns are the names given to the syntactic classes in which words for most people, places, or things occur. But because syntactic classes such as nouns are defined syntactically and morphologically rather than semantically, some words for people, places, and things may not be nouns, and conversely, some nouns

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[24] Mandana Hazrat, "The Impact of Two Types of Vocabulary Preparation on Listening Comprehension, Vocabulary Learning, and Vocabulary Learning Strategy Use", *Theory and Practice in Language Studies*, Vol. 3, No. 8, pp. 1455, August 2013

[25] Evelyn Hatch and Cheryl Brown, *"Vocabulary Semantic and Language education",* (Cambridge: Cambridge university,1995), https://opac.perpusnas.go.id/DetailOpac.aspx?id=227692

may not be a word for people, places, or things. Nouns or nouns are words used to refer to people, places, objects, animals, ideas or abstract concepts. Here are some examples of nouns based on their categories:

a) Proper Noun (Special Noun)

The specific name of a person, place, or thing. Examples: Indonesia, Jakarta, Lisa, Google, Eiffel Tower.

b) Common Noun (Common Noun)

The common name of a person, place, or thing. Examples: city (city), teacher (teacher), car (car), tree (tree).

c) Concrete Noun (Concrete Noun)

Objects that can be seen, touched, felt, heard, or smelled. Examples: book (book), apple (apple), table (table), dog (dog).

d) Abstract Noun (Abstract Noun)

An idea, quality, or concept that cannot be physically felt. Examples: love (love), happiness (happiness), freedom (freedom), knowledge (knowledge).

e) Countable Noun (Nouns that Can Be Counted)

Objects that can be counted. Examples: chair (chair), bottle (bottle), cat (cat).

f) Uncountable Noun (Nouns That Cannot Be Counted)

Objects that cannot be counted or measured directly often use additional measurements. Examples: water (water), sugar (sugar), rice (rice), water (air).

g) Collective Noun (Collective Noun)

Refers to a group of people or things. Examples: team, family, herd, bunch.

2) Verb

A verb is a word that primarily functions as the predicate of a sentence. Verb is divided into several types: Regular Verb, Irregular Verb, Intransitive Verb, Ergative Verb, Stative Verb, Non-stative Verb, Volitional Verb, Copular Verb, Finite Verb, and Non-finite Verb.

a) Regular Verbs: Verbs whose past tense and past participle are added with "-ed". Example: play → played → played. Sentence: She played soccer yesterday.

b) Irregular Verbs

Verbs whose past tense and past participle are irregular. Example: go → went → gone. Sentence: He went to the park.

c) Intransitive Verbs: Verbs that do not require a direct object. Example: sleep. Sentence: The baby sleeps soundly.

d) Ergative Verb

Verbs can be used as transitive or intransitive, where the intransitive subject becomes the transitive object. Example: break. Sentence: The vase broke. (intransitive) She broke the vase. (transitive)

e) Stative Verbs: Verbs that describe states or conditions, not actions. Example: know. Sentence: She knows the answer.

f) Non-stative Verb: Verbs that describe actions or processes. Example: run. Sentence: He runs every morning.

g) Volitional Verb: A verb that shows will or intention. Example: decide Sentence: They decided to visit their grandparents.

h) Copular Verbs: Verbs that connect a subject with a complement are often called linking verbs. Example: be. Sentence: She is a doctor.

i) Finite Verb: Verbs that are tied to subject and time (tense). Example: sings Sentence: She sings beautifully.

j) Non-finite Verb

Verbs that are not tied to subject or time, such as infinitives, participles, or gerunds. Example: to dance (infinitive)

Sentence: She loves to dance.

3) Adjective

Adjectives are verbs that describe. Explain about objects. Adjectives usually come before the noun they describe. Sometimes, the adjective comes after the noun, then later in the

sentence. An adjective is a word whose main function is to describe the quality of a noun or as a complement to a noun. In modern theory, adjectives are characterized by their comparable features.

Example: She's always happy by my side

4) Adverb

An adverb is a word or group of words as an element of an optional clause whose main function is to provide additional information to the verb or the entire clause.

Example: They finished the project quickly

(quickly) describes the speed of action.

5) Pronoun

Pronoun is a part of grammar that is used to replace a noun in a sentence. Pronouns are used to avoid repeating the same noun, so that sentences become more concise and not repetitive.

Example: Without pronouns: Lisa reads Lisa's book in the park. With pronouns: Lisa reads her book in the park. Types of Pronouns:

a) Personal Pronoun (personal pronoun):

Subjects: I, you, he, she, it, we, they

Objects: me, you, him, her, it, us, them

Example: She is my friend.

b) Possessive Pronoun (possessive pronoun):

mine, yours, his, hers, its, ours, theirs Example: That book is mine.

c) Reflexive Pronoun (reflexive pronoun):

myself, myself, myself, myself, myself, myself, yourselves, themselves Example: He cut himself while cooking.

d) Demonstrative Pronoun (demonstrative pronoun):

this, that, these, those Example: This is my car.

e) Interrogative Pronoun (interrogative pronoun): who, whom, whose, what, which. Example: Who is calling?

f) Relative Pronoun (connecting pronoun): who, whom, whose, which, that Example: The person who called me is my brother.

g) Indefinite Pronoun (indefinite pronoun):

anyone, everyone, someone, nobody, nothing, each, few, many, all, etc. Example: Someone left their umbrella here.

i) Reciprocal Pronoun (reciprocal pronoun): each other, one another. Example: They love each other.

6) Conjunction

There are many types of conjunctions, but when we hear the term, we usually think of and, or, but. This is called a coordinating conjunction. Adverbial conjunctions (because, while, unless) are sometimes called logical connectors because they clarify the relationship between the linked clauses.

Example: *Lisa and Rina are studying together.*

7) Preposition

Prepositions are words that help find items and actions in space and time. In this sense they share a lot with adverbs. We usually consider above, in front of, behind and below as adverbs of location because they place an action or object or person in space naturally.

Example: The book is in the bag.

8) Interjection

Interjection is a part of speech that shows the emotion or feelings of the writer. These word phrases can stand alone, or be placed before or after a sentence. The example:

Wow! That cake looks delicious!

2. **Method in Teaching Vocabulary**

a. **Definition of Method**

English is a language that is starting to be widely studied and is in demand because many corporate institutions want superior human resources, namely by mastering one or more foreign languages, and one of the foreign languages that must be mastered is English. In educational institutions, English has also begun to develop. Many schools are adding English subjects, one of which is Early Childhood Education.[26] Teaching methods play an important role in creating an effective learning environment. In the world of education, there are

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[26] Maria Herdyastika," Analisis Perbandingan Implementasi Metode Pembelajaran Bahasa Inggris Inovatif di Taman Kanak-Kanak", *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini,* Volume 5 Issue 2 (2021) Pages 1586

various teaching methods that teachers can use to convey learning material to students. Choosing the right teaching method can help increase students' understanding, motivation and involvement in the teaching and learning process. some effective teaching methods and how they are applied in an educational context

b. **Types of Teaching Method**

in this method there are several ways related to vocabulary learning. There are several methods that are usually applied by English teachers in teaching vocabulary: Grammar Translation Method (GTM), Audio Lingual Method, Silent Way, Community Language Learning (CLL), Total Physical Response (TPR). From the variation of those methods, this research used TPR (Total Physical Response) method[27]. TPR is one method that is often used for the teacher especially on material related to verbs, command forms, words characteristics and so on. TPR (Total Physical Response) teaching method or in language Indonesia is often called the " Metode Respon Fisik Total " is a learning method that focus more on body movements (motor). This method was first developed by James Asher. This method is often used in foreign language courses. This method is more prioritize student activity. In learning Total Physical Response (TPR) it is divided into several types. Those are:

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[27] Yanrini Martha Anabokay," TEFL Methods in Indonesia", *International Journal of Linguistics, Literature and Culture*, Vol. 5, No. 2, March 2019

1) TPR Murni (Pure TPR)

       The pure TPR method is a basic implementation of Total Physical Response, where verbal instructions are given by the teacher and students respond with physical movements. This method does not involve additional tools or combination with other strategies. Pure TPR is effective for improving listening skills in early childhood because students are directly involved with movements that reflect verbal commands.[28]

Example: The teacher gives commands such as "Sit down," "Stand up," or "Raise your hand," and students respond according to the command. Objective: Help students understand verbs or phrases directly. Practice listening and responding skills quickly.

2) TPR Storytelling

       The teacher tells a story while making appropriate physical movements, and the students imitate these movements. This method helps students understand the context and meaning of words or phrases in the story. The teacher tells the story with movements or physical signs that illustrate the meaning of words or phrases in the story. Students can imitate movements or act out roles in the story.[29]

Example: The teacher tells a simple story such as "The lion jumps over the rock" while showing jumping movements. Students imitate the "jumps"

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[28] Tugba Inciman Celik, "The Effect of Total Physical Response Method on Vocabulary Learning/Teaching: A Mixed Research Synthesis", *Published by Canadian Center of Science and Education*, Vol. 14, No. 12; 2021: 156

[29] Shaima Ahmed Hasan, "Total Physical Response Story Telling (TPRS) As a Practical Approach to Teach English in Primary Schools: Theoretical Review", (Makalah Seminar, University of Duhok, 2003), 14

movement to understand its meaning. Objective: Help students understand vocabulary and sentence structure in context. Make learning more interesting and motivate students.

3) TPR Role Play

Students participate in imaginary situations designed to teach new vocabulary and language structures. The teacher gives instructions to students to carry out physical and verbal actions in situations that have been designed. This method involves students playing certain roles in imaginary situations to practice the language they have learned.[30]

Example: Students role-play as buyers and sellers in the market while using related vocabulary such as "Can I buy apples?" Other situations such as at restaurants, airports, or post offices. Objective: Teaching language use in real situations. Practice speaking and social interaction skills.

4) TPR Songs and Rhymes

Use of songs accompanied by physical movements to teach vocabulary and language structures. Students sing while making movements that match the lyrics, helping them remember and understand the material better. Using simple songs or rhymes accompanied by physical movements to help students understand and remember vocabulary and sentence patterns.[31]

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[30] Rong Xie, "The Effectiveness of Total Physical Response (TPR) on Teaching English to Young Learners", *Journal of Language Teaching and Research*, Vol. 12, No. 2, March 2021: 297

[31] Nining Pujiningsih, *Improving Students' English Vocabulary by Using Total Physical Response,* (Makalah Seminar, University Surakarta, 2010), 11

Example: Songs like "Head, Shoulders, Knees, and Toes" are used to teach body parts. Students sing the song while pointing to the body parts mentioned. Objective: Make learning fun and interactive. Help students remember material through rhythm and movement.

5) TPR Games

Game-based activities that combine verbal commands and physical movements, such as the game "Simon Says," train students to listen carefully while having fun. Play activities that combine verbal commands with physical movements. This game challenges students to listen and respond quickly. Example: Simon Says Game: The teacher gives commands such as "Simon says touch your nose," and students must follow. However, if the command does not begin with "Simon says," the student may not move. Freeze Dance Game: Students dance while listening to music, then stop when the music stops. Objective: Improve listening skills and motivate students through fun activities. Reduces the pressure of formal learning

a) **The Nature of Total Physical Response (TPR)**

There are many definitions of "Total Physical Response (TPR)" which have been put forward by several experts in language learning. Quote that when someone can speak a language, it means the students can carry on a conversation quite competently. Besides that, the first step in learning languages at school is in a fun way so that students don't feel pressured in learning language, Through Totally Physical

Response, it will motivate the students to have high response in learning foreign language, to have discipline and discover new words, because it will force the students to look for new words and guess it, even they can perform in front of class to explore the meaning of words. The teacher would give the lists of vocabulary and the meaning first, and then asks students to memorize it[32]. TPR model's use could help young learners learn Basic English vocabulary and its Indonesian equal. Besides that, in her research found that kindergarten students at RA. Nurul Hikmah Pamekasan became more active and interested in learning English because the teacher taught them using the TPR method. They make them fun and memorable in learning English[33].

In addition, in learning with the TPR method, it awakens students' enthusiasm in understanding language so that it makes class effective and fun. and there are many ways in this TPR method, namely by holding a body language game and a guessing story where before we ask questions, we have prepared material tools to memorize vocabulary and then run a few minutes of the vocabulary and we hold a body language and guessing story which is this make them happy by demonstrating an object that has been given by the teacher

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[32] Achmad Taufiq Ibrohim," Student' Perception toward Teaching English Vocabulary through Total Physical Response (TPR) Method", *Profesional journal of English Education*", 01 No 02 (2018):146

[33] Frita Noviandari and Katharina Rustipa," Implementation of the Total Physical Response (TPR) Method with the Help of Flashcards to Teach English Vocabulary", *Edunesia: Jurnal Ilmiah Pendidikan,* Vol 4 No 3 (November 2023): 1434

b) **The Steps of Total Physical Response (TPR)**

Total Physical Response (TPR) is a method of teaching language or vocabulary concepts by using physical movement to react to verbal input. A strategy used for teaching Foreign Language (FL) vocabulary is the Total Physical Response (TPR) developed by Asher. TPR involves having students listen to a command in a foreign language and immediately responding with the appropriate physical action[34]. Most of all learning subjects that use the TPR method are related to the physical either by demonstrating or inviting students to pronounce the vocabulary chanted by the teacher.

From the perspective of language learning, at first, students need to improve the listening ability, then to improve speaking and writing ability. The specific characteristics of the TPR teaching method can be summarized as follows[35]:

(1) Taking listening as the leading activity in the classroom.

(2) If they have done much preparation work, we should allow students to take part in activities.

(3) Students should improve their comprehension ability through the body's response to language.

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[34] Cicih Nuraeni," Using Total Physical Response (TPR) Method on Young Learners English Language Teaching", *Metathesis: Journal of English Language Literature and Teaching,* Vol. 3 No. 1 (April 2019): 27

[35] Tingting Shi," a Study of the TPR Method in the Teaching of English to Primary School Students", *Theory and Practice in Language Studies,* vol 08 No 08 (August 2018): 1088

(4) Teaching should pay more attention to meaning rather than form, so that students can reduce the tension.

(5) It helps to cultivate students' real communicative competence.

(6) After using TPR teaching method, students can maintain long-term clear memory after a period of time. It plays a significant role in primary learners' long-term memory.

(7) It has a higher recall rate. TPR teaching method can make learners recall more often after gaining the knowledge

This method is very effective for schools that seem naughty and have difficulty learning when the teacher holds the lecture method. Because in this method students can only listen and will not practice directly with their students what arises in the future is that these students feel uncomfortable and bored to digest the learning from the teacher. Therefore, this is the best solution for teachers in implementing body language methods to hone their vocabulary one by one and giving a vocabulary that is written in front and the teacher gives directions about the meaning of the vocabulary and how to pronounce it. Give a few minutes to go back and delete the posts that are in front. And students are divided into 4 groups for convenience and cohesiveness in their communication so they can help remember the vocabulary earlier by discussion. One of them demonstrated and the one who answered was the advanced grub. In addition, the teacher's

main ingredient in implementing TPR learning through the Vocabulary.

Yuan yuan Tai state that there are some kinds of Features of Body Language. Those are:

(1) Intuitional feature

Teachers use their facial expressions to afford information or give some commands in the classes. Using body language in English teaching can help teachers to deepen students" understanding and impression. Visual body language can arouse students" interests in English studying. For example, when the teacher teaches the word "cry", he or she can show a crying face. Teachers can get a more intuitional teaching result if they use body language properly[36].

(2) Communicative feature

We cannot forget the importance of body language when teachers communicate with students. Students need to learn the communicative English, so they should be more active in the classroom teaching. Because traditional teaching method cannot arouse student" interests, we can create a comfortable and interesting atmosphere by the means of body language and put students in the central position in English learning. If teachers use

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[36] Yuanyuan Tai," The Application of Body Language in English Teaching", *Journal of Language Teaching and Research*, Vol. 5 No. 5 (September 2014): 1206

their body language comfortably, they can assist the communication between with their students[37].

(3) Suggestive feature

Actually, sometimes students understand the English knowledge by guessing from teachers" body language. The students have rich imagination and they can get much information from teachers" body language. For example, when teachers design a communicative scene, they can take advantage of the vivid body language to help them imagine, which can give them a good context. In this way, can the students understand the text easily? In a word, body language has proper features for English teaching. A qualified teacher should learn to use body language in English teaching. Body language can become a perceptible tool in the future education

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[37] Yuanyuan Tai," The Application of Body Language in English Teaching", *Journal of Language Teaching and Research*, Vol. 5 No. 5 (September 2014): 1206

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the procedure for conducting research. It includes research Design, research subject, data and data sources, research process, research instruments, data Collection techniques and data analysis techniques

A. Research Design

Research design is a wide framework that explains the total plan of performing research work. It designates objectives, data accumulation and method of analysis, hours for work, price, duty, conclusion, and actions[38]. There are various types of research such as pure research, applied research, descriptive research, analytical research, fundamental research, conceptual research, empirical research, longitudinal research, laboratory research, exploratory research, and conclusion-oriented research[39]. Therefore, the design of this research is descriptive-qualitative because the aim of this research is to determine the level of student vocabulary development in learning English using the TPR method. Descriptive means here, in the context of research refers to a type of research that aims to describe or map phenomena that exist without any intervention or experimental treatment and also qualitative research is a method of analyzing data that cannot be

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[38] Mr. Mohd Riyaz Ansari1, Mr. Kazi Rahim2, Mr. Rohaan Bhoje 3, Mr. Sumit Bhosale," A STUDY ON RESEARCH DESIGN AND ITS TYPES", *International Research Journal of Engineering and Technology (IRJET)*, Volume: 09 Issue: 07 | July 2022:1132

[39] Mr. Mohd Riyaz Ansari1, Mr. Kazi Rahim2, Mr. Rohaan Bhoje 3, Mr. Sumit Bhosale," A STUDY ON RESEARCH DESIGN AND ITS TYPES", *International Research Journal of Engineering and Technology (IRJET)*, Volume: 09 Issue: 07 | July 2022:1132

quantified[40]. This research codes data based on informant explanations. In addition, qualitative research is concerned with developing explanations of social phenomena[41].

B. Research Subjects

Research subject is elements of objects, individuals and organisms as sources of necessary information researchers to obtain research data[42]. Several English students at SMPN 2 Arjasa have often asked about very interesting and enjoyable learning in the application of the Total Physical Response (TPR) method over the last few years. so that it provides huge benefits in learning during English classes, especially in vocabulary. Experienced in discovering new things so that students do not get bored while learning

C. Data Source

Data sources are anything that can provide information about data, namely primary data is information data obtained directly which is collected directly from the source and secondary data is data obtained indirectly from the research object[43]. Data sources with direct data collection methods are applied to objects via Observations and interviews that contain statements assessing the progress of students in the TPR method and it is assessed from the final exam in this study.

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[40] Nasir1, Sukmawati2," Analysis of Research Data Quantitative and Qualitative", *jurnal Pendidikan*, 7 (1), Year 2023- 368

[41] Nasir1, Sukmawati2," Analysis of Research Data Quantitative and Qualitative", *jurnal Pendidikan*, 7 (1), Year 2023- 368

[42] Sintiani," ANALISIS PENCEGAHAN FRAUD DI JURNAL INDONESIA YANG TERBIT PADA TAHUN 2020", *Jurnal Ekonomi, Manajemen, Akuntansi dan Bisnis,* Vol.1, No.1 Januari 2023

[43] Meita Sekar Sari," Pengaruh Akuntabilitas, Pengetahuan, dan Pengalaman Pegawai Negeri Sipil Beserta Kelompok Masyarakat (Pokmas) Terhadap Kualitas Pengelola Dana Kelurahan Di Lingkungan Kecamatan Langkapura", *jurnal ekonomi*, vol 21 no 03, oktober 2019:311

D. Data Collection Techniques

data collection techniques are data collection efforts that are carried out systematically and standardly. Data collection techniques are methods used by researchers to collect research data from source[44]. This research in collecting the data the researcher used observation and interview as evidence in this research.

1. Observation

Observation is a data collection technique that has certain characteristics when compared with other techniques. Observations are also not limited to humans, but also other natural objects. Through observation activities, researchers can learn about behavior and the meaning of that behavior[45]. As the result when data collection occurs, observations have special characteristics. Technology is different from interviews and questionnaires always ask interact with people during interviews, while observing communication with natural objects in research are not limited to communication with humans. The observation method is a data collection technique that must be used by researchers in field to observe things related to space, place, people, activities, objects, time, events, goals and feelings. Determination and selection of paths depending on the object to be addressed seen. In the case of the object

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[44] Khoirotun nisa," DIKSI DAN GAYA PADA LIRIK LAGU ANGELA", *diksi dan gaya Bahasa,* vol 01 No 01 2020:06

[45] Intan Sekar Sari," ANALISIS FAKTOR-FAKTOR YANG MEMPENGARUHI DISIPLIN KERJA KARYAWAN PADA BPJS KETENAGAKERJAAN CABANG KARAWANG", *PRIMER: Jurnal Ilmiah Multidisiplin,* 2023, Vol. 1, No. 3, 234

being investigated and observed, they can divide into two types: participant observation and non-participant observation.

2. Interview

Interviews are a data collection technique Researchers want to conduct a preliminary study to find the problem must be researched, and also if the researcher wants to know something in more depth and the number of respondents is small or small[46]. In this research interviews are one way to complete research data. An interview is direct conversation or question and answer interaction between researchers and resources. in this research the researcher uses direct conversation which includes teachers as well as students who strengthen this research. Interview conducted in this research with SMPN 2 Arjasa teachers Mrs. dwi who often serve as examiners in evaluations of impromptu speech. Data that researchers obtained by using interviews are:

a. What are the objectives of implementing the TPR method in assessing students' vocabulary abilities at SMPN 2 Arjasa?

b. What are the problems that appear in implementation of TPR at SMPN 2 Arjasa?

E. Document Review

The general meaning of documentation can be seen from the use of this word in everyday life. For example, in every committee there is almost always a documentation section. Usually, the meaning of this section is only limited

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[46] Intan Sekar Sari," ANALISIS FAKTOR-FAKTOR YANG MEMPENGARUHI DISIPLIN KERJA KARYAWAN PADA BPJS KETENAGAKERJAAN CABANG KARAWANG", *PRIMER: Jurnal Ilmiah Multidisiplin,* 2023, Vol. 1, No. 3, 234

to the task of taking photos of the committee's activities, even though it actually has to be more than that.[47]. it is not only observations and interviews that support this research, but researchers also use documents. Document review means data collection efforts through written documents. In this research, researchers prepared several documents in the data collection process. Some recommended lesson plans provide attendance lists and some others important information related to this research. Researchers also document this research activity in the form of photos and learning texts

F. Data Analysis

Data analysis as an effort to systematically search for and organize records of observations, interviews, etc. to increase the researcher's understanding of the cases studied and present them as findings for others[48]. in this research use James Asher that discusses a lot about TPR (total physical response) methods that said "The total physical response technique involves having students listen to a command in a foreign language and immediately respond with the appropriate physical action. For example, two students sit on either side of their instructor"[49]

1. Data Condensation

Data compaction refers to the process of selecting, focusing, simplifying, abstracting, and transforming data that approximates all parts

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[47] Blasius Sudarsono," DOKUMENTASI, INFORMASI DAN DEMOKRATISASI", *Pustakawan PD!l-LIPI,* Vol. 27, No. l April 2003: 8

[48] Ahmad Rijali," Analisis Data Kualitatif", *Jurnal Alhadharah*, Vol. 17 No. 33 Januari –Juni 2018 82

[49] JAMES J. ASHER, Ph.D.," The Total Physical Response Technique of Learning", *the journal of special education,* vol 3 no 3 : 253

of written field notes, interview transcripts, documents, and empirical materials. The conclusion is that the data condensation process was obtained after the researcher did interviews and obtains written data in the field. Then, the interview transcript sorted to get the research focus needed by researchers.

2. Data Presentation

Presentation of data is the organization, unity, and conclusion of information. Presenting the data here also helps in understanding the context research to conduct a more in-depth analysis.

3. Conclusion

Conclusions are drawn here by the researcher from the start; researcher collecting data is like looking for meaning that is not patterned, nothing about the regularity of explanations, and the flow of cause and effect

G. Validity of Data

In qualitative research several techniques can be used to increase the validity of the data obtained by researchers. The validity of research data is important in a study. Researchers was also able to use the triangulation technique and source triangulation to validate the data[50].

Source triangulation and technical triangulation are used to assess the credibility of data by comparing data obtained from various sources. This was achieved by collecting information from English teachers at SMPN 2 Arjasa

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[50] Nusa Putra, *"Metode Penelitian Kualitatif Pendidikan"*, (Jakarta: Raja Grafindo Persada, 2012), 103.

Jember and seventh grade students at SMPN 2 Arjasa Jember. Triangulation techniques are used to determine the credibility of data by comparing the same data with different techniques. Data collected from interviews, observations, and document review (RPP, Syllabus and matrix) were combined by researchers.

H. Procedure of the Research

In this section are the steps or research procedures that will be carried out by researchers, starting from previous research, design development, actual research and report writing. Several steps must be taken by researchers, starting with pre-field research, field work steps and data analysis steps.

1. Pre-field Steps

   The stages that must be carried out by researchers as well as research ethics that must be understood, namely

   a. Develop research design

   b. Choose a research location

   c. Manage licensing

   d. Explore and assess research sites

   e. Select and use informants

   f. Preparing the instrument research

2. Field-work Steps

   a. Understand the background and research objectives

   b. Enter the research location

   c. Search for data sources

    d.   Participate during data collection

    e.   Complete data

3. Data Analysis Phase

This stage is the final stage of research activities. The results of all the ongoing research processes. The activities that must be carried out are;

    a.   Analyze data

    b.   Take care of complete research licensing

    c.   Compile or present data in the form of reports

    d.   Conclusion

    e.   Revise the enhanced report.
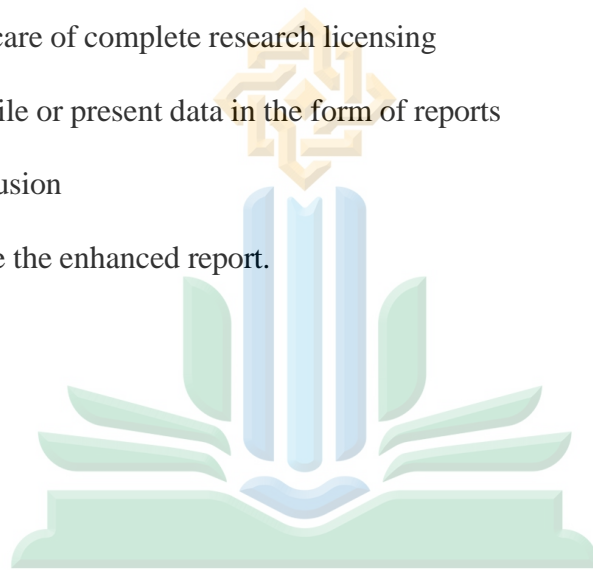
CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

1. Brief history of the establishment of SMPN 02 Arjasa

SMPN 2 Arjasa is a unit level educational institution junior high school located on Jl. Rembangan, Dusun Darungan, Desa Kemuning Lor, Arjasa District, Jember Regency. Arjasa 2 Middle School It was first established in 2007, previously at that place not SMPN 2 Arjasa but SMPN 3 Arjasa which was still there boarding at SDN Kemuning Lor 03, after almost a year then move to the current location, as it goes time in 2014, which was originally SMPN 3 Arjasa because it was appropriate with the nomenclature from the center then changing the name of the school, namely Arjasa 2 Middle School. At that time there was a big change, namely schools changed according to the sub-district so that SMPN 3 Arjasa changed to SMPN 2 Arjasa. When the teacher first stood up There were several elementary school teachers and sokwan teachers from middle school who taught. The first principal was Mrs. Murti, M.Pd and until now at SMPN 2 Arjasa has had five principal changes

2. Profile of SMPN 2 Arjasa

a. School Name: UPTD EDUCATION UNIT FOR SMP NEGERI 2 ARJASA

b. NPSN: 20549895

c. Education Level: Junior High School

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d. School Status: State

School Address: Jalan Rembangan Dusun Darungan

Village/Subdistrict: Kemuning Lor

District: Arjasa

Regency: Jember

Province: East Java

Indonesian country

Geographical position:

Latitude: -8.099200000000

Longitude: 113.702700000000

3. VISION and MISSION of SMPN 2 ARJASA

a. **SCHOOL VISION**

The realization of intelligent, cultured and virtuous people who have good morals

b. **SCHOOL MISSION**

1) Realizing the development of a fair and equitable educational curriculum

2) Creating a dynamic, fun educational process by using innovative learning media

3) Creating graduates who have moral character

4) Creating reliable and professional teaching and education staff

5) Creating adequate facilities and infrastructure

6) Realizing education management that involves community involvement and participation

7) Realizing transparent and accountable financing of educational activities

8) Creating a national standard assessment system

9) Creating a clean, shady, beautiful, safe and healthy learning environment that supports the achievement of academic and non-academic achievement

c. **Complete Data**

1) Ministry of Development: Ministry of Education, Culture, Research and Technology

2) School Establishment Decree: 421.3/1276.3/436.41.6/2007

3) Date of Establishment Decree: 07-17-2007

4) Ownership Status: Regional Government

5) Operational Permit Decree: 34 OF 2008

6) Operational Decree Date: 11-26-2018

7) Accreditation: A

8) Land area: 11,550 m2

9) Internet Access : -

10) Power Source: PLN

11) Telephone : -

12) Email : smpn2arjasajember@gmail.com

13) Website : -

14) Organizational structure

Figure 3. Organizational structure of SMPN 2 Arjasa

B. **Data Display**

This section presents the data obtained during the research. As described in the Research Methodology section, this research uses observation, interviews and documentation in data collection. Data from research that has been carried out is related to focus on students' vocabulary which is still below average. Therefore, understanding English is easier. The problems described in the research focus are memorizing vocabulary using the TPR method, word spelling, games related to TPR and guessing pictures by

memorizing the vocabulary first. in social studies learning at SMPN 2 Arajasa, Arjasa District, Jember Regency.

Based on existing data at the school, there is one teacher who teaches English subjects. Dwi Enik, S. S teaches social studies subjects for grades 1 to 3, and this research focuses on all students at SMPN 2 Arjasa. The focus of the research is implementation and problems in applying TPR (total physical response) in vocabulary learning

The following is a presentation of research data:

1. The Implementation of Total Physical Response (TPR) In Teaching Vocabulary

In this research the researcher wants to know about how the teacher implement TPR (total physical response) in teaching learning proces at SMPN 2 Arjasa. Based on an interview on 20 [th] September 2023 with the English teacher, Mrs. Dwi Enik. She said that:

> "This method is very helpful for students because it involves all students in the class being active in speaking and memorizing new vocabulary. This TPR method is very important for me and it is also fun in learning, there are several steps taken in the learning method, namely the lecture method and question and answer method or interacting directly with students and I personally chose this TPR method as a tool to encourage my students. who have little interest in English[51]"

From the observations above, the researcher concluded that the TPR (total physical response) method is very important, which in some

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[51] Dwi Enik S.S, *Interviewed by Researcher,* Jember, 20 [th] September 2023

schools still uses the old method, namely just explaining to the students but not providing any interaction in the classroom. So, it has a bad impact on students, such as they will be confused, feel uncomfortable in class, play with their friends and ignore what the teacher is explaining. So TPR is the right choice for Mrs. Dwi Enik as material for the next lesson.

> The problem with TPR learning is that although this method encourages students to be active, some students often joke and make the atmosphere chaotic. This can be controlled by providing understanding or providing threats, such as asking them to demonstrate or say the vocabulary they are learning. In grade 7, some students have difficulty understanding the lesson. I provide additional lessons to help them spell, write and pronounce vocabulary correctly. I correct their mistakes and repeat them until they understand. Apart from that, I also control the atmosphere so that it is not too chaotic, because this method encourages students to always be active in learning. [52]".

From these observations, the researcher concluded that the weakness in the TPR method was that it came from students who were very active in learning so they could not control themselves to remain calm. But on the other hand, they can still talk about something related to today's learning even though their atmosphere is a bit chaotic and creates an uncomfortable atmosphere for other students. Second, there are students who are less able to grasp the learning, where Mom Dwi Enik is required to provide extra learning to the child.

> "The method I use is the TPR method where we are required to always be active in example learning by

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[52] Dwi enik S.S, *Interviewed by Researcher,* Jember, 20th September 2023

first greeting the students and asking them about previous learning and continuing with the TPR method which includes body language guessing the story that I have prepared beforehand. Body language is very good for opening up the learning that will take place so that it makes students feel happy and happy to participate in the learning that is taking place. Not only that, they will learn about pronunciation in body language and also guess stories as learning starters or used as the core of learning with notes according to today's learning that must be applied to students[53]"

Researchers concluded that there are many ways to use the TPR (total physical response) method, such as listening to songs, guessing and body language. However, on the other hand, Mrs Dwi Enik chose to use body language and also guess the story which included the pictures she had given to the students. He has implemented all the processes. The only thing that has been successful in increasing students' vocabulary for learning English is the TPR method using body language and also guessing stories and this is very effective for other teachers to be implemented

Learning English is easy if students listen well, but this school is in a rural area where it's hard to engage them without interesting activities. Before starting, we prayed together for smooth learning. After that, I asked students questions from the previous lesson to check if they remembered. A few minutes before the lesson, we reviewed what we learned yesterday, then played a game to make learning fun. The game, called body language, involves students demonstrating animal movements based on vocabulary on the board. Students are divided into groups and take turns demonstrating

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[53] Dwi enik S.S, *Interviewed by Researcher,* Jember, 20th September 2023

while others guess the vocabulary. This game is popular at SMP 2 Arjasa because it makes the class more active and enjoyable. I use this method in every lesson and follow the teaching plan (RPP) with the TPR approach, where students respond to the teacher's directions. [54]"

Based on the interview above, the researcher knows that the total physical response (TPR) process in teaching vocabulary is not a random method. There are several steps that need to be taken to make the class effective and the teacher must prepare some plans ahead and be very well prepared. Using the Total Physical Response (TPR) method through body language game is an effective way to help students understand new language concepts in a fun and interactive way. So that students can develop in understanding vocabulary in English, really memorizing the vocabulary. There are several methods that have been summarized by researchers to make it clear how to implement the method, for example:

Choose Vocabulary: Determine the vocabulary or phrases you want to teach. For example, body language, actions or daily activities such as vocabulary about animals, plants or when you are eating.

There are several conclusions that researchers can conclude about the learning referred to by Mrs. Dwi enik are Prepare the Space: Make sure the classroom has enough space to move around without obstacles. because with a narrow space it will be difficult when students demonstrate something and it is also difficult to predict when their movements do not

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[54] Dwi enik S.S, *Interviewed by Researcher,* Jember, 20th September 2023

match the teacher's directions. Introduction to Vocabulary Demonstration: Show body movements that correspond to the vocabulary being taught. For example, if the vocabulary word is "jump," be an example and jump. Explanation: Give a brief explanation of the word in language the students understand. From this discussion we can understand its application for the progress of students' English and also as additional knowledge for teachers so that subsequent learning becomes more active and enjoyable. From the teacher's explanation above when interviewed by the researcher. Researchers also interviewed students as reinforcement for this research regarding the TPR method applied by SMPN 2 Arjasa teachers.

in addition, it was also supported by Nadin, she said that:

> "The English lesson taught by Mrs. Dwi was enjoyable and kept us excited to learn. The class atmosphere was never boring; it was effective and comfortable. First, Mrs. Dwi asked us about the previous lesson to see if we remembered. If many of us forgot, she would review and explain it again. After that, we moved on to a fun activity called body language. We were divided into groups and given vocabulary, with instructions on how to pronounce it. After 5 minutes, the words were erased, and we started acting out animal vocabulary. One by one, we took turns acting and guessing the animals. This activity helped us understand the vocabulary while having fun with our friends.[55]"

Based on the interview above, the researcher knows that The process that was inplemented by Mrs Dwi was very helpful in their foreign language development, especially in learning English. Not only that, they

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[55] Nadin dwi zamzami, *Interviewed by Researcher,* Jember, 20th September 2023

become enthusiastic about following their learning effectively. Nadin as a student feels happy and enjoys the learning provided. The teacher gives vocabulary that is very easy to memorize or the teacher gives relevant vocabulary that is related to today's learning. Before that, the teacher always asks about yesterday's learning so that the learning is not wasted. Then proceed to group division, each group must choose a smart friend to demonstrate the vocabulary that has been given. All students feel entertained by the behavior of their friends who demonstrate vocabulary and here there are many positive things that make their language development grow and make it easier for them to speak English with their friends, although only a few of the most important ones are being consistent in always speaking. In a foreign language, the most important thing to apply is vocabulary and speaking. If we have found the vocabulary then don't be reluctant and afraid to speak in front of friends because it is a process to remember what we have learned and memorize it.

It was strengthened by gilang, as the students of VI grade, he said:

> "We like to follow the learning process in class using body language so that we can speak English and understand the material very quickly, especially with the behavior of our friends when demonstrating the vocabulary given by the teacher which makes us excited to find the answers. we feel enjoy and also motivated in this way. in this way we can use it

to memorize and chat with our friends or every time we meet our teacher[56]"

from an interview from a 7th grade junior high school student, he said his classmates became motivated to speak English and they memorized some vocabulary from body language. with some of his friends' behavior when demonstrating the vocabulary given by the teacher. they are enthusiastic about following it and are also enthusiastic about finding the answer. From here we can see that there are developments that really enable them to always be active in learning English. this allows them to greet their friends using English. Students feel happy in the learning process using body language with the Total Physical Response (TPR) method in memorizing vocabulary. They are able to show enthusiasm in the learning process. So, teachers can do this for the next purpose so that students can speak English orally

According to the interviewed above, memorizing English vocabulary using Total Physical Response (TPR) were to raise the student's motivation to speak in English and made them were able to speak English with their classmate.

It was strengthened by ika, as the students of VI grade, he said:

"We really respect Mom Dwi who gave us guidance and understanding before learning started. I felt that at first English was very difficult to learn, but when I took part in his lessons, all my expectations turned out to be wrong. In fact, the existence of this method of learning English using the TPR method is very helpful for

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[56] Gilang, *Interviewed by Researcher,* Jember, 20 th September 2023

> English fluency. Mom Dwi is a great teacher by
> handling naughty students and students who still need
> extra learning because it is very difficult for them to
> grasp the maximum learning in class so Mom Dwi gives
> directions which make the students with limitations able
> to understand English well by a relaxed and step by step
> way[57]"

The researcher captured Ika's meaning, namely that she really appreciated Mrs. Dwi's learning, which always made students entertained and happy. Initially, Ika didn't like speaking English, assuming that it was impossible for her to learn a foreign language. However, on the other hand, the TPR method applied by Mrs. Dwi Enik makes it very easy to memorize vocabulary and understand reading slowly. Slowly She began to understand English by starting from small conversations with her classmates and other friends. Mrs. dwi is a great teacher and a teacher who always looks after and controls her students who still don't understand the language. Students with disabilities make Mrs. Dwi have to work hard to find solutions, for example students who are difficult to manage and students who find it very difficult to grasp learning so they are given special lessons to understand the ongoing learning.

She approaches the student and be asked whether he understands the lesson he applied earlier. If still don't understand the teacher order the student to read the English book again or memorize the vocabulary given again so they really understand it. Then Mrs. Dwi gave further directions to children who were less able to grasp the learning. If it is felt that the

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[57] Ika, *Interviewed by Researcher,* Jember, 20th September 2023

explanation is sufficient then the learning continues. That's what makes students happy with Mrs. Dwi Enik as a fun English teacher

From the observations above, Mom Dwi Enik really applies step by step in the teaching and learning process of memorizing vocabulary using the TPR method in English learning. Based on interviews, it can be concluded that memorizing English vocabulary using the Total Physical Response (TPR) method is as follows: first, to encourage students' motivation to speak English. Second, students are able to greet their friends using English and are able to speak English orally. Third, make students memorize vocabulary little by little. Fourth, students may have opportunities to speak English

2. The Problems of Teaching and Learning The Implementation Total Physical Response (TPR) In Teaching Vocabulary

From the implementation described above, there are several problems that arise in implementing TPR (total physical response). Based on interviews with English teachers and several problems that arise in the classroom are:

> "In implementing this TPR, there are several problems that arise, especially for children who are difficult to manage and definitely make the atmosphere busy and sometimes difficult to manage. Here I emphasize to them to always be orderly in my learning. If you still can't manage your food, I will punish you. "Sometimes when learning starts I give them a little vocabulary and I give them time to memorize and they don't take that

opportunity and in the end they don't memorize it and I give them another punishment.[58]"

Base on the statement above the TPR (total physical response) method is indeed a method that will make the atmosphere busy with the possibility that students will become disorderly in learning. For example, they talk to each other, wander everywhere, don't listen to the teacher's directions and joke with their classmates. From here we see that all the methods we use will have consequences, but it all depends on the teacher's firmness in organizing the class so that it is effective even if there is a little noise that arises because of children who are difficult to manage. The TPR (total physical response) method is a method that really makes children always active in class because this method allows children to speak English and step by step they will understand without us asking them to understand. Since the learning has started and when the teacher has given calm directions, the lesson now is body language. Students are required to memorize the vocabulary they will study now. However, on the other hand, students who are considered naughty do not want to and do not listen to the teacher's instructions. As a result they joked with their classmates and when they were asked to come forward to learn body language they didn't know what English meant and as a result the teacher gave them a punishment, namely adding 2 vocabulary words and if they weren't memorized they would be given another punishment.

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[58] Dwi enik S.S, *Interviewed by Researcher,* Jember, 20th September 2023

Here the researcher concludes that TPR (Total Physical Response) is an easy method but on the other hand what is really emphasized is managing the student's mindset to always be active but not create chaos because it has a big chance of being effective in a very high class but on the other hand it will cause crowds starting from students who are difficult to manage. This will disturb the concentration of teachers and other students.

The interview reinforcement was from Zulfan class 7

"This TPR lesson really helps all of us in learning English. However, from another aspect, it causes noise from some children who are difficult to control. They just pace back and forth in class and don't listen to directions from the teacher and make other students not concentrate on what the teacher is implementing. "Without thinking, Mrs. Dwi calls the children naughty and warns them and if they are still naughty, Mrs. Dwi will punish them.[59]"

From the interview above, it can be concluded that this TPR indeed cause noise problems and this involves all students to speak up because the TPR (total physical response) method is not a method that only sees the teacher speaking in front of the class or explaining learning at the teacher's desk, but this method provides activities that make students and teachers fully interact until the end of learning. Not only that, some students who are considered naughty sometimes have a negative impact continuously with the same actions in class. If the teacher does not take action to prevent noise then today's learning will be in vain. Students will not get

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[59] Zulfan, *Interviewed by Researcher,* Jember, 20 th September 2023

maximum learning and will only remember fun learning questions that are only filled with jokes from fellow classmates. So teachers must be firm in implementing the TPR (total physical response) method because teachers are encouraged and imitated.

Strong explanation from Nadin class 7

"The learning given by Mom Dwi to students who are less able to understand learning is very intensive. He always gave him directions to understand English word for word. Other students were given assignments in the classroom and Mom Dwi gave this disabled child an understanding. What Mom Dwi teaches is the same as what we learn, the only difference is that she explains it over and over again until the student understands it[60]"

The researcher can understand from the interview is that learning for students who are less able to grasp the learning requires handling that does not burden the student and how the teacher can condition the atmosphere so that it does not become tense. Providing special treatment to continue repeating lessons that have been taught is an effective way and increases students' memory to continue to have a positive impact on other students and teachers. As long as the researcher knows, he provides understanding in the form of vocabulary that has been written in front then reads it in front of his students and after that he will test it by saying English first then continue with the students to answer it. This is done repeatedly and random questions are given through the vocabulary.

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[60] Nadin dwi zamzami, *Interviewed by Researcher,* Jember, 20 th September 2023

A very relevant problem is coming to students who can be said to have disabilities or who can be said to be less able to grasp learning. The interview is:

Researcher "Are there any other problems in the class in implementing the TPR method?"

"another problem comes from children who are less able to digest the learning that is taking place. There was one child who couldn't understand the lesson from the start. Starting from religion, Indonesian, mathematics and English. This child is often differentiated from other teachers in order to receive special learning so that he can slowly understand the learning taking place. In my lessons he didn't understand at all even though I gave him vocabulary that I thought was really easy, for example table and chair. He still often forgets and I have given him a long time to memorize. Before memorizing, I gave directions but some of them still couldn't be understood. So how do I really have to work hard[61]"

Base on the interview above that problems it is only occur in naughty students but in SMP 2 Arjasa, especially class 7, where students have problems in learning, where these children find it very difficult to grasp the learning that is taking place. It is very likely that this student finds it very difficult to adapt to other students whose limitations (disabilities) make it difficult for them to learn in any way. However, Mom Dwi, as an English teacher, does not give up on always giving directions where the students are given special treatment to learn English. First, he gave directions to all his students and made sure they all

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[61] Dwi enik S.S, *Interviewed by Researcher,* Jember, 20th September 2023

understood the reading and writing that had been written on the blackboard. Then the disabled child is given a long time to memorize and see the writing and then after the learning has taken place with learning that has been applied with body language, Mom Two will approach the disabled child and ask whether he understands or not. When the child didn't understand what to eat, the other students were told to open the worksheet page which contained short stories so that the other students could continue learning even though Mom Dwi was giving special lessons to students with disabilities.

The teacher gives directions slowly and gently to ensure that the student does not feel afraid because this will interfere with the child's concentration in understanding the lesson or direction from the teacher. The teacher repeats the vocabulary and gives the meaning of the vocabulary. Repeating so that the child really understands even though the teacher understands that the student doesn't understand it yet. However, the teacher also ensures that he must complete today's learning within the specified time so that today's learning runs smoothly using the TPR (total physical response) method.

In addition, The reinforcement for the interview with Grade 7 Nadin:

> "Mom Dwi as an English teacher is a teacher who really protects her students. He really thinks about students with disabilities being able to speak or at least understand the vocabulary the teacher has provided. This disabled child in class is just silent without a

single word coming out. he just smiled when students and teachers carried out the TPR method using body language, having previously been asked to memorize the vocabulary and how to write it. However, after the lesson, the students were given the opportunity to read the worksheet or do some questions on the worksheet and the teacher approached the disabled child and asked whether they understood or not. "If you still don't understand the lesson, the child is given special lessons to understand the vocabulary and how to write it so that the student can do the questions on the worksheets given by the teacher.[62]"

From the interview above we can conclude that it is very difficult to teach children who can be said to be less able to understand all the lessons. Indeed, there is a special place that has been provided by the government for children with disabilities and here TPR (total physical response) learning is very difficult for students with disabilities because these students only think about what makes them happy but not the learning in the TPR method and as a result these students with disabilities will not understand optimally when the teacher starts learning. Therefore, with his limitations, the teacher provides special treatment to ensure that he can understand today's lesson, even if only a little.

Strong explanation from Gilang class 7

"The learning given by Mom Dwi to students who are less able to understand learning is very intensive. He always gave him directions to understand English word for word. Other students were given assignments in the classroom and Mom Dwi gave this disabled child an understanding. What Mom Dwi teaches is the same as

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[62] Nadin dwi zamzami, *Interviewed by Researcher,* Jember, 20th September 2023

what we learn, the only difference is that she explains it
over and over again until the student understands it[63]"

The researcher can understand from the interview is that learning for students who are less able to grasp the learning requires handling that does not burden the student and how the teacher can condition the atmosphere so that it does not become tense. Providing special treatment to continue repeating lessons that have been taught is an effective way and increases students' memory to continue to have a positive impact on other students and teachers. As long as the researcher knows, he provides understanding in the form of vocabulary that has been written in front then reads it in front of his students and after that he will test it by saying English first then continue with the students to answer it. This is done repeatedly and random questions are given through the vocabulary.

At this stage there is a description of the problems that occur during classroom learning activities. The researcher interviewed the English teacher and several students at SMPN 2 Arjasa

a. **Pre – Activity**

When the lesson starts the students wait for the teacher to start the lesson. When the teacher enters the class, the teacher first says hello and opens the learning activity by reading a prayer together. There were several students who were still busy chatting with their friends but the teacher reminded them to focus when praying together and say a good and correct prayer then the teacher

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[63] Gilang, *Interviewed by Researcher,* Jember, 20th September 2023

checks the students' attendance by calling each student's name and of course the students respond to the name called by the teacher.

After checking the students' attendance, the teacher asked the students to choose a friend who would demonstrate, the back and front students to choose a friend to demonstrate at the front, of course the teacher made sure each group got 1 friend who would come forward and the class started to get boisterous with conversations between students. pointing at each other because they are embarrassed to show it

b. **Main Activity**

If all the students have found friends who dare to come forward in each group, the teacher gives them a piece of paper or whispers vocabulary words that the students can demonstrate easily. The teacher gives a signal so that the group that appears can think about what vocabulary the teacher has given previously. Previously, the teacher gave directions where each group had memorized the vocabulary that had been given in front of the class and had been given how to pronounce it. The teacher ensures that groups that are not part of the answer do not participate in answering questions that have been demonstrated by other groups and can only be answered by the group that has been selected.

Then the teacher started the countdown and demonstrated it and a crowd of other groups appeared to disturb the team who tries to remember what vocabulary their friend has shown in front of them. The students seemed enthusiastic about answering it, but their groups were still selected to answer

the question. The teacher gives two chances and if they cannot answer then it is given to the group next to them to answer and the group chosen to answer cannot then that group is punished by memorizing the vocabulary that has been explained by the teacher before the lesson. started.

The activities have been documented by researchers where students are enthusiastic about participating in learning and enthusiastic in answering questions. Making it easier to look for new things such as vocabulary in a dictionary really helps them find the answer easily

Picture 4.1
Asking question for students who want to come forward in body language studying

c. **Post activity (evaluation)**

Teachers was always the best models and instructors for students who always pay attention to students' obstacles and progress. When all students have practiced their conversations with their partners in front of the class and received feedback from the teacher,

the teacher must continue to evaluate what needs to be improved, what needs to be emphasized and what obstacles students have in learning. In students' presentations in practicing their conversations, the thing that needs to be paid more attention to is the pronunciation of vocabulary, the correct use of vocabulary, for example, when greeting and responding, you must use the right words. Don't forget, the teacher also always asks what are the obstacles or which parts the students feel are still having difficulty, the teacher always ask this after every time she has explained the material.

After everything has been explained by the teacher and there are no further questions from the students, the teacher closes the lesson by praying together, not forgetting to motivate the students to always be enthusiastic about learning, implementing it in their daily lives so they can always remember the material and the final activity closes with greeting.

C. **Discussion**

In this section, the researcher described and discussed the relationship between the data obtained in this field and the theories described. Field data analyzed the previous subsection, discussion describe in terms of previously identified research priorities to answer questions that exist in the field. The discussion result such as:

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1. **The Implementation of Total Physical Response (TPR) In Teaching Vocabulary**

   Based on its implementation, researcher found that the use of English TPR (Total Physical Response) to memorize English vocabulary as stated by Brown "Shows or helps someone to learn how to do something, gives instructions, guides in the process of learning something, provides knowledge about how to do it". know and understand the material"[64]. Researcher stated that the Total Physical Response (TPR) method has a very strong appeal and has its own way of developing vocabulary and speaking. The findings found by researcher at SMPN 2 Arjasa were quite effective because the method required all students to be active in speaking and responding to what the teacher asked, thus making the atmosphere more enjoyable. English teacher has her own way of teaching class VII students as a start for them to know and understand how to speak and memorize vocabulary easily without any difficulty because she asks students to read together after she gives a signal before reading together. Therefore, in the teaching and learning process the teacher not only gives assignments to students but the teacher is also able to help students in carrying out assignments, the teacher guides them in finding obstacles in the learning process. Class VII students as a beginner class are a class that balanced because the teacher does not just teach the material, but guides him in learning with love. Before starting the teaching and

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[64] H. Doughlas Brown, "*Teaching by Principles: An Interview Approach to Language Pedagogy Second Language*". 7.

learning process, the teacher must know the steps for teaching using the TPR method of English, which there are many ways to do through games and others. Students are invited to sit comfortably and happily (not depressed). This is done by inviting children to interact more actively with the teacher. so that they do not hesitate to ask questions when learning English comfortably. In this research, the teacher's applications that have been implemented in classroom learning those are:

a. Students are invited to sit comfortably with a happy heart (not under pressure). This is done by inviting children to memorize vocabulary with instructions on how to pronounce and write.

b. This vocabulary is accompanied by taking turns with the teacher. The teacher as a model must be able to enliven the class atmosphere so that students feel comfortable with the ongoing learning. When learning begins and the students have memorized the vocabulary that has been given, body language learning will begin and the vocabulary that has been written on the board will be erased and the teacher instructs how to learn English using body language using the TPR (total physical response) method

c. The teacher as a model must be able to liven up the classroom atmosphere so that students feel comfortable with the methods that have been given. Through TPR body language, students are expected to understand and be able to speak English

2. **The Problem of The Implementation Total Physical Response (TPR) In Teaching Vocabulary**

   The problem that found in this research are: it makes difficult for teachers to discipline students in the classroom. Examples include children are difficult to be controlled and always talk about other things outside of the lesson. thereby, disturbing the focus of other students who are studying. The teacher always gives punishment in the form of being pinched and warned first such as the student are asked to memorize vocabulary in front of the class. If they are unable to remember, they will be given new vocabulary but with the easiest vocabulary. So that, they don't feel burdened in learning English.

   In addition, the researchers are very enthusiastic about seeing the development of the English language of students at SMPN 2 Arjasa who are increasingly able to speak English with their classmates. This method that is very supportive for students to start speaking and memorizing new vocabulary, thus providing a great opportunity for them to enjoy learning English. Sometimes not all teachers can apply this method because it requires extra patience which causes crowds in the classroom.

   On the other hand, the researcher interviewed the teacher and asked about the problem that is coming from students who were less able to grasp the learning that was taking place, so the teacher had to teach them slowly and always repeat the discussion. This student is always silent and just laughs when his friend demonstrates the vocabulary that has been

given and applied in the Total Physical Response (TPR) method through body language games. After completing body language, the teacher provides direction and learning to children who are less able to capture the learning that is taking place. The teacher didn't give up, she gave the spelling of the vocabulary and checked the vocabulary whether it had been written or not. After several students have completed the assignment, the teacher leaves the less capable students and continue learning again until the end of the lesson

From the findings above, the researcher took the theory used by James Asher. he explained that Total Physical Response (TPR) as an easy tool for teaching foreign languages to intermediate students and moving up to the next level. The total physical response (TPR) technique involves having students listen to a command in a foreign language and immediately respond with the appropriate physical action. For example, two students sit on either side of their instructor. This is in accordance with what has been found by researchers which is in accordance with James Asher's findings regarding the application of TPR which says that this has a number of advantages in the language learning process, especially second or foreign languages such as: 1. Reducing Learning Pressure (Stress-Free Learning) TPR is designed to create a relaxed and enjoyable learning atmosphere, so that students can study without pressure. By integrating physical movements, students feel more relaxed and are not afraid of making mistakes, especially in the early stages of

language learning. 2. TPR's Natural Approach imitates the way children learn their mother tongue, namely through listening before speaking. Students are invited to understand commands and carry out actions first, thereby improving their ability to understand before producing language. 3. Improves Retention By associating words or phrases with physical movements, TPR strengthens memory. Physical movement helps the brain associate meaning with direct experience, making it easier for students to remember vocabulary and language structures.

From the findings above, the researcher found that the use of Total Physical Response (TPR) in classroom learning was very effective, increasing vocabulary without feeling boring during learning. in learning the student feel so relax and enjoy the teaching learning process. It is likely that students develop their English skills gradually because language learning begins with understanding vocabulary and how to read it. This researcher took SMP2 Arjasa to implement the TPR method as a provision for teachers to teach students to learn English more easily in the future. The vocabulary referred to the researcher is the vocabulary that is in the student worksheet when teaching learning process. Through the vocabulary Student worksheet that have been given, the teacher does not have to look for new vocabulary. Therefore, the positive impact the students get understanding of several sentences that are already existed in the book and it makes easy for them to do the assignment. hence, their

knowledge can develop in digesting English learning which requires them to be able to speak little by little.

Related to the previous study applied by Rupina Holidazia and Rojab Siti Rodliyah by the title "Students' Strategies in English Vocabulary Learning" the research discuss about Total Physical Response (TPR) in learning strategies regarding the need for vocabulary learning, the role of students in developing their vocabulary learning is an important issue to study. Because vocabulary learning cannot only be done in the classroom without practice outside the classroom, students must build their learning strategies, especially for the development of their vocabulary[65] The following are some of the advantages of implementing TPR according to Rupina Holidazia and Rojab Siti Rodliyah based on their research: Improves contextual understanding of language. TPR helps students link the meaning of words with physical actions, which makes the learning process more contextual and meaningful. This makes it easier for students to understand and remember the words or phrases being studied because they experience the actions relevant to the words themselves.

From the findings above, it related to this research, that Total Physical Response (TPR) method is able help students understand language more contextually by connecting words with physical actions, so that learning becomes meaningful and easy to remember. This approach reduces learning stress by creating a pleasant atmosphere, increasing

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[65] Rupina Holidazia dan Rojab Siti Rodliyah," Students' Strategies in English Vocabulary Learning", *Jurnal Penelitian Pendidikan,* Volume 20 Nomor 1 (2020):114

student engagement, motivation and focus through interactive activities. Additionally, TPR is effective for improving long-term retention, listening skills, and can be applied to all ages and language levels, making it a flexible and effective method.

CHAPTER V

CONCLUSION

A. Conclusion

Base on n the research data analyzed presented in chapter IV, the conclusion that we can concluded were:

1. The of Implementation Total Physical Response (TPR) in Class VII Vocabulary Teaching at SMPN 2 Arjasa are to: Make it easier for students to memorize and know how to read foreign language vocabulary, especially English, Make students happy and focused in learning using Total Physical Response (TPR), Make the class always effective when learning takes place, Allow students to read fluently in front of the class.

2. The problems in implementing research are: Students who are difficult to be managed. It disturbs the peace and comfort of other students to be focused in their learning. Children who are less able to grasp learning or can be said to have disabilities that require the teacher to teach extra gradually so that the student can follow the upcoming lesson without having to repeat the lesson anymore.

B. Suggestion

1. For Teacher

Based on the research results, what is important for teachers is to design the teaching and learning process well and meet students' needs so that the teaching and learning process is successful.

2. For Next Researcher

Other researchers need to conduct further research on how to memorize English vocabulary using the TPR (Total Physical Response) method in many ways including CAR or Quantitative research

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State that thesis entitled "The Implementation Total Physical Response (TPR) in Teaching Vocabulary for VII grade at SMPN 2 Arjasa" is truly my original work. It does not incorporate any material previously written or published by another person expect those indicated in quotation and bibliography. And if anyone objected, I am the only person who will be responsible.

Jember, December 2th 2024

Aldi Fajar Setiawan
SRN T20196043

Appendix 1

Matrix of Research

Title	Variable	Indicator	Source of Data	Research Method	Research Focuses

The implementation of Teaching Vocabulary through Total physical responds (TPR) for VII grade At SMPN 2 Arjasa	1. the TPR learning model uses Body Language	• Definition of TPR
		• Types of TPR Method
		• Elements of TPR
		• Types of TPR Test
		• Scoring Procedure of TPR Test
			1. **Primary Data Interview** Informant:
			a. The Head of SMPN 2 Arjasa
			b. The Teacher of SMPN 2 Arjasa
			2. **Secondary Data:** Observation and Document Review
				1. **Approach of Reserch"** Qualitative Research
				2. **Type of Research:** Descriptive
				3. **Data Collection Technique:**
				  a. Observation
				  b. Interview
				  c. Document Review
				4. **Data Analysis:**
				  a. Data Condensation
				  b. Data Display
				  c. Conclusion/Verivication
				5. **Validity of data:**
				  a. Source Triangulation
				  b. Technical Triangulation
					1. How to apply the TPR method in teaching vocabulary for VII grade at SMPN 2 arjasa?
					2. What are the difficulties in applying TPR method in teaching vocabulary for VII grade at SMPN 2 arjasa?
					3. How is the development of students' abilities after implementation TPR in teaching vocabulary for VII grade at SMPN 2 arjasa?

Appendix 2

Transkip of Interview

Name of English teacher: Dwi Enik, S.S.

Date: 20 th september 2023

1. How important is the TPR method in learning English?

    Teacher: "TPR is very important for developing their skills. especially for English vocabulary skills. from learning with this method, we can see that day by day they are becoming more active in learning in class. Students have the courage to speak even though they don't use proper grammar, but they will be given an understanding of speaking English. in the classroom is very effective so this method is suitable for development or application in other schools. because this TPR method invites them to interact directly with the teacher. so, there is no hesitation when asking"

2. What are the weaknesses of students in participating in learning using the TPR method?

    Teacher: "The weakness of this method is that it creates a busy atmosphere and can disturb other students during learning. for example, when following a lesson, they joke with their table mates and talk outside of the ongoing discussion of the lesson, which cannot be controlled and makes the atmosphere chaotic when the teacher allows his students to continue joking.

    Another problem comes from students who are unable to grasp the learning. they find it difficult to understand what the teacher and their friends are talking about. until the student just remains silent and does not respond to the learning taking place. The teacher provides special treatment for the student even though only some of the lessons are understood"

3. What are the advantages for female students in participating in learning using the TPR method?

    Teacher: "The advantage of this method is that it provides effective learning that is not boring for students and always makes students happy when participating in learning using the TPR method. increase students' vocabulary at each meeting.

making the class more effective than using learning using the lecture method where the teacher only explains but does not invite students to interact directly"

4. Does this TPR method produce maximum results in learning English?

   Teacher: "This TPR method provides good results so that it has a positive impact on grade 7 students who will be exposed to English. From here the teacher must provide maximum learning for the development of their language and conversation. so that they are not stressed in learning, teachers must find solutions to how to teach well and one of them is the TPR method"

5. What methods are used for learning English in TPR?

   Teacher: "I use the TPR method including a game called body language. This game is very suitable for increasing the vocabulary of grade 7 students. They must be introduced to the vocabulary first before moving on to the next lesson. So, this body language is a game that requires them to guess objects or things demonstrated by their friends which have been provided with easy vocabulary from the teacher. Later the students will respond and will be divided into groups so that all students will discuss with other friends to answer and of course this is very fun and exciting to implement."

Appendix 3

RENCANA PELAKSANAAN
PEMBELAJARAN (RPP)

Satuan Pendidikan : SMP Negeri 2 arjasa

Mata Pelajaran : Bahasa Inggris

Kelas : VII

Tema : Daily Activities

Alokasi Waktu : 2 x 40 menit

A. KOMPETENSI INTI
KI.1 Menghargai dan menghayati ajaran agama yang dianutnya.

KI.2 Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI.3 Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI.4 Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. KOMPETENSI DASAR
3.7: Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi lisan sederhana terkait kegiatan sehari-hari.

4.7: Menyusun dan menyampaikan teks interaksi lisan sederhana terkait kegiatan sehari-hari.

C. TUJUAN PEMBELAJARAN:
1. Memahami kosakata terkait aktivitas sehari-hari (e.g., wake up, brush teeth, go to school).

2. Melakukan respons fisik sesuai perintah verbal.
3. Menggunakan kosakata dalam kalimat sederhana secara lisan.

Sumber Pembelajaran

- Buku teks yang relevan

Penilaian:

Aspek yang Dinilai:
1. **Kognitif**: Pemahaman kosakata dan kalimat sederhana.
2. **Psikomotorik**: Ketepatan gerakan sesuai perintah verbal.
3. **Afektif**: Keaktifan dan antusiasme dalam pembelajaran.

Instrumen Penilaian:
- Observasi saat TPR dan permainan.
- Dialog sederhana antar siswa.
- Tugas rumah.

D. Metode Pembelajaran

Total Physical Response (TPR)

E. Bahan / Media
- Flashcard (gambar aktivitas sehari-hari).
- Speaker untuk musik (jika diperlukan dalam permainan).
- Video pendek tentang daily activities (opsional).

Pertemuan Pertama 2 Jam Pelajaran	
A. Kegiatan Pendahuluan (10 menit)	
Orientasi	
➢ Guru mengucapkan salam dan bertegur sapa dengan peserta didik. ➢ Peserta didik berdo'a sebelum memulai kegiatan. ➢ Guru memeriksa kehadiran peserta didik.	
Apersepsi	
➢ Mengaitkan materi dengan materi yang sudah di jelaskan di minggu yang lalu ➢ Mengajukan pertanyaan pendahuluan ➢ Peserta didik mengisi daftar absen	
Motivasi	
➢ Menginformasikan materi yang akan dipelajari. ➢ Memberikan gambaran tentang manfaat mempelajari materi yang akan dipelajari. ➢ Menyampaikan tujuan dan strategi pembelajaran	
B. Kegiatan Inti (60 menit)	

Stimulation (*pemberian rangsangan)*	**Pengenalan Kosakata (10 menit)**
	 • Guru memperkenalkan kosakata aktivitas sehari-hari dengan gambar atau gerakan.
	 • Contoh:
	     o Guru mengatakan "Wake up" sambil memperagakan gerakan bangun tidur.
	     o Siswa menirukan gerakan dan mengucapkan kata tersebut.

	• **Latihan Respons Fisik (20 menit)** 　　• Guru memberikan perintah menggunakan kosakata yang telah diajarkan: 　　　　○ "Wake up!" (Siswa memperagakan gerakan bangun tidur). 　　　　○ "Brush your teeth!" (Siswa memperagakan menggosok gigi). 　　• Guru meningkatkan kecepatan dan variasi perintah untuk melatih pendengaran siswa. • **Role Play (15 menit)** 　　• Siswa bekerja secara berpasangan untuk mempraktikkan aktivitas sehari-hari. 　　　　○ Contoh dialog: 　　　　　　▪ A: "What time do you wake up?" 　　　　　　▪ B: "I wake up at 6 a.m." 　　• Siswa menggunakan kosakata yang dipelajari dalam situasi nyata. • **Permainan body language (15 menit)** 　　• Guru memainkan permainan "body language" dengan kosakata yang dipelajari. 　　• Contoh: 　　　　○ guru memperagakan kosa kata yang mudah ditebak. 　　　　○ guru menyuruh salah satu murid maju kedepan dan memberikan kosakata yang mudah untuk diperagakan 　　　　○ murid murid harus menebak kosa kata ap aitu yang diperagakan oleh temannya

C. Kegiatan Penutup (10 menit)

➢ Peserta didik diminta untuk membuat kesimpulan dari materi yang dibahas
➢ Guru memberi motivasi.
➢ Guru menyampaikan rencana pembelajaran pada pertemuan selanjutnya

Appendix 4

SILABUS

Satuan Pendidikan   :   SMP 2 Arjasa
Mata Pelajaran   :   Bahasa Inggris
Kelas/Semester   :   VII / 1-2 (Ganjil & Genap)
Alokasi Waktu   :
Tahun Pelajaran   :   2022/2023

Standar Kompetensi
(KI)

KI-1 dan KI-2	:	**Menghargai dan menghayati** ajaran agama yang dianutnya serta **Menghargai dan menghayati** perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
KI-3	:	Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata
KI-4	:	Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori

Kompetensi Dasar	Materi Pemebelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
3.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, serta menanggapinya, sesuai dengan konteks penggunaannya	**Fungsi Sosial** • Menyapa, berpamitan, berterima kasih, meminta maaf, dan menanggapinya, untuk menjaga hubungan interpersonal dengan guru dan teman. **Struktur Teks** • Memulai • Menanggapi (diharapkan/di luar dugaan)	• Mengidentifikasi ungkapan yang digunakan untuk ungkapan sapaan dalam bahasa Inggris • Mengidentifikasi ungkapan yang digunakan untuk berpamitan • Mengidentifikasi ungkapan yang digunakan untuk melakukan sapaan dalam bahasa Inggris	• Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerja sama	- Menyimak, menirukan, dan memperagakan beberapa contoh percakapan, dengan ucapan dan tekanan kata yang benar. - Mengidentifikasi ungkapan yang sedang dipelajari - Belajar menanyakan hal-hal yang tidak diketahui atau yang berbeda. - Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa. - Membiasakan menerapkan yang sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas.	12 JP	• Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VII, Kemendikbud, Revisi Tahun 2013 • Kamus Bahasa Inggris • Pengalaman peserta didik dan guru	• Lisan • Tertulis • Penugasan • Unjuk kerja • Portofolio
4.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, dan menanggapinya	**Unsur Kebahasaan** • Ungkapan-ungkapan yang lazim digunakan. • Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan. **Topik** • Interaksi antara peserta didik di dalam dan di luar kelas yang	• Melakukan tindak tutur berpamitan dalam bahasa inggris dengan percaya diri • Melakukan tindak tutur ungkapan sapaan dalam bahasa inggris dengan percaya diri • Melakukan percakapan interpersonal dengan menggunakan ungkapan sapaan melalui kegiatan terintegrasi menyimak,					

Kompetensi Dasar	Materi Pemebelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	melibatkan tindakan menyapa, berpamitan, berterima kasih, meminta maaf yang dapat menumbuhkan perilaku yang termuat di KI.	membaca, berbicara dan menulis dengan percaya diri		- Melakukan refleksi tentang proses dan hasil belajar.			
3.2 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, sesuai dengan konteks penggunaannya. {Perhatikan unsur kebahasaan dan kosa kata terkait hubungan Keluarga; pronoun (subjective,	**Fungsi Sosial** • Berkenalan, memperkenalkan diri sendiri/orang lain. **Struktur Teks** • Memulai • Menanggapi (diharapkan/di luar dugaan) **Unsur Kebahasaan** • Sebutan anggota keluarga inti dan yang lebih luas, serta orang-orang dekat lainnya. • Verba: be, have, go, work, live (dalam simple	• Menentukan tujuan komunikatif teks memaparkan jati diri • Mengidentifikasi struktur teks memaparkan jati diri • Mengidentifikasi unsur kebahasaan dalam teks • Mengidentifikasi ungkapan memaparkan jati diri orang disekitarnya dengan baik sesuai dengan struktur teks dan unsur kebahasaan	• Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerja sama	- Menyimak dan menirukan beberapa contoh pemaparan jati diri, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungakapan-ungkapan penting - Menanyakan hal-hal yang tidak diketahui atau yang berbeda. - Mempelajari contoh teks pemaparan jati diri oleh figur-figur terkenal	16 JP	• Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VII, Kemendikbud, Revisi Tahun	• Lisan • Tertulis • Penugasan • Unjuk kerja • Portofolio

Kompetensi Dasar	Materi Pemebelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
objective, possessive) 4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	present tense). • Subjek pronoun: I, You, We, They, He, She, It. • Kata ganti possessive my, your, his, dan sebagainya. • Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan. **Topik** • Deskripsi diri sendiri sebagai bagian dari keluarga: ayah, ibu, kakak, adik,yang dapat menumbuhkan perilaku yang termuat di KI.	• Menggunakan ungkapan yang tepat dalam struktur teks yang runtut dengan unsur kebahasaan yang benar sesuai konteks memaparkan jati diri dalam bentuk tulisan • Menggunakan ungkapan memaparkan jati diri orang disekitarnya dengan tepat dalam struktur teks yang runtut dengan unsur kebahasaan yang benar sesuai konteks dalam bentuk tulisan maupun lisan.		- Memaparkan jati dirinya yang sebenarnya. - Saling menyimak dan bertanya jawab tentang jati diri masing-masing dengan teman-temannya - Melakukan refleksi tentang proses dan hasil belajarnya		2013 • Kamus Bahasa Inggris • Pengalaman peserta didik dan guru	
3.3 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan	**Fungsi Sosial** • Menyebutkan/men anyakan waktu dari keadaan/peristiwa/ kegiatan. **Struktur Teks**	• Menyebutkan angka cardinal 1 – 100 • Menyebutkan nama waktu dalam hari dengan percaya diri • Menyebutkan nama waktu dalam angka dengan	• Religi us • Mandi ri • Goton g royon	- Menyimak dan menirukan pemaparan tentang waktu terjadinya keadaan/kejadian/ peristiwa, mencakup nama	20	• Buku Penunjan g Kurikulu m 2013 Mata Pelajaran	• Lisan • Tertuli s • Penug asan • Unjuk kerja

Kompetensi Dasar	Materi Pemebelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, sesuai dengan konteks penggunaannya. (Perhatikan kosa kata terkait angka kardinal dan ordinal)	• Memulai • Menanggapi (diharapkan/di luar dugaan) **Unsur Kebahasaan** • Pernyataan dan pertanyaan terkait hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun. • Angka ordinal dengan *the* untuk menyebut tanggal (lisan): antara lain. *the first, the second, the twenty third, the thirty first of May*) • Angka ordinal tanpa *the* untuk menyebut tanggal (tulis): antara lain. *1st, 2nd, 23rd, 31st of May*. • Waktu (lisan): *at one, at two fifteen, at ten to seven, at*	percaya diri • Mengidentifikasi ungkapan yang digunakan untuk menyebutkan nama tahun dalam bahasa Inggris • Melakukan tindak tutur menyebutkan nama tahun dengan percaya diri • Peserta didik dapat menyusun agenda harian berdasarkan waktu	g • Kejujuran • Kerja keras • Percaya diri • Kerja sama	hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun - Menyebutkan semua nama hari, bulan, tanggal 1-31, waktu, bagian hari, tahun dengan ucapan dan tekanan kata yang benar, satu per satu. - Menyatakan secara lisan waktu terjadinya berbagai keadaan/peristiwa/ kegiatan - Menanyakan hari, tanggal, bulan, dan waktu terjadinya keadaan/peristiwa/ kegiatan dengan unsur kebahasaan yang benar - Membuat tulisan tentang waktu-waktu terjadinya peristiwa penting		Bahasa Inggris When English Rings The Bell, Kelas VII, Kemendikbud, Revisi Tahun 2013 • Kamus Bahasa Inggris • Pengalaman peserta didik dan guru	• Portofolio
4.3 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, dengan fungsi sosial,							

Kompetensi Dasar	Materi Pemebelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	*a quarter past eight.* • Waktu (tulis): 01:00; 02:15; 06:50; 08:15. • Artikel *the* untuk menyebut waktu dalam hari, *in the morning, in the afternoon, in the evening*. • Preposisi untuk *in* (bulan, tahun, waktu dalam hari), *on* (hari dan tanggal), *at* (jam, *at noon, at night*). • Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan. **Topik** • Waktu kejadian/peristiwa / kegiatan terkait kehidupan di sekolah, rumah, dan lingkungan sekitar peserta didik yang dapat			yang diketahui umum. Hasilnya dipublikasikan di kelas atau di majalah dinding sekolah - Melakukan refleksi tentang proses dan hasil belajarnya			

Kompetensi Dasar	Materi Pemebelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
	menumbuhkan perilaku yang termuat di KI.						
3.4 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari- hari, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan dan kosa kata terkait article a dan the, plural dan singular) 4.4 Menyusun teks interaksi transaksional lisan	**Fungsi Sosial** • Mengidentifikasi dan menyebutkan berbagai benda, binatang, dan bangunan umum di lingkungan sekitar. **Struktur Teks** • Memulai • Menanggapi (diharapkan/di luar dugaan) **Unsur Kebahasaan** • Pernyataan dan pertanyaan terkait benda, binatang, bangunan publik. • Penyebutan benda dengan *a, the*, bentuk jamak (-s) • Penggunaan kata penunjuk *this, that, these, those* ... • Preposisi untuk *in,*	• Mengidentifikasi benda-benda yang ada didalam ruangan kelas • Mengidentifikasi ruangan atau gedung yang ada di sekolah • Mengidentifikasi benda-benda yang ada didalam tas • Mengidentifikasi bagian-bagian rumah • Mengidentifikasi benda-benda yang ada di dalam bagian-bagian rumah • Mengidentifikasi binatang dan tumbuhan yang ada di rumah dan di sekolah • Menyebutkan jumlah benda yang ada didalam ruangan kelas	• Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerja sama	- Mencermati beberapa teks pendek berisi penyebutan benda-benda di kelas dan sekolah untuk kemudian membaca dengan ucapan dan tekanan kata yang benar - Menyimak dan menirukan guru menanyakan dan menyebutkan benda-benda yang terdapat di dalam kelas dan di sekolah, dengan tata bahasa, ucapan dan tekanan kata yang benar - Bertanya jawab tentang beberapa benda di dalam dan sekitar rumah - Membaca beberapa	**24 JP**	• Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VII, Kemendikbud, Revisi Tahun 2013 • Kamus Bahasa Inggris • Pengalaman peserta didik dan guru	• Lisan • Tertulis • Penugasan • Unjuk kerja • Portofolio

Kompetensi Dasar	Materi Pemebelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	*on, under* untuk menyatakan tempat. • Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan. **Topik** • Benda, binatang, dan bangunan yang biasa dijumpai dalam kehidupan nyata di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI.	• Menyebutkan jumlah benda yang ada di dalam tas • Menyebutkan benda-benda yang ada didalam bagian-bagian rumah • Menggambar dan menceritakan benda-benda yang ditemui di taman		teks pendek tentang rumah dan sekitarnya, terutama keberadaan benda dan binatang - Bertanya jawab tentang beberapa bangunan dan benda-benda dan binatang-binatang di dalam dan sekitarnya - Melakukan refleksi tentang proses dan hasil belajarnya			
3.5 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi	**Fungsi Sosial** • Mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya.	• Mengidentifikasi sifat seseorang (kind, nice, friendly, etc) • Memahami teks deksriptive tentang seorang tokoh idola. • Memahami penggunaan simple Tense (verb 1 s/es),	• Religius • Mandiri • Gotong royong • Kejuj	- Menyimak dan menirukan guru menanyakan dan menyebutkan sifat orang dan binatang yang terdapat di rumah, sekolah, dan sekitarnya, dengan tata bahasa,	20 JP	• Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris	• Lisan • Tertulis • Penugasan • Unjuk kerja • Portofolio

Kompetensi Dasar	Materi Pemebelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
terkait dengan sifat orang, binatang, benda sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan be, adjective)	**Struktur Teks** • Memulai Menanggapi (diharapkan/di luar dugaan) **Unsur Kebahasaan** • Pernyataan dan pertanyaan terkait sifat orang, benda, binatang. • Kosakata, terkait dengan ciri fisik (antara lain. red, big, dark, loud), selera (antara lain. nice, beautiful, cute), mental (antara lain. clever, smart), psikologis (antara lain. happy, sad, disappointed, angry, wild), budi (antara lain. kind, good, polite). • Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan. **Topik**	• Memahami pengunaan to be (is, am, are), dalam menggambarkan seseorang. • Memahami kata sifat yang tepat sesuai dengan konteksnya dalam menggambarkan seseorang • Memahami penggunaan ucapan yang benar • Memahami perbedaan intonasi yang tepat	uran • Kerja keras • Percaya diri • Kerja sama	ucapan dan tekanan kata yang benar - Mencermati beberapa teks pendek yang mendeskripsikan sifat orang, benda, dan binatang di kelas dan sekolah untuk kemudian membaca dengan ucapan dan tekanan kata yang benar		When English Rings The Bell, Kelas VII, Kemendikbud, Revisi Tahun 2013 • Kamus Bahasa Inggris • Pengalaman peserta didik dan guru	
4.5 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan		• Membuat kalimat dalam bentuk Present Tense (with/without s/es), kata tanya dan pernyataan negatif, preposisi: in, on, at untuk tempat dan waktu yang tepat sesuai fungsinya. • Menyebutkan sifat seseorang (kind, nice, friendly, etc) • Memahami teks deksriptive tentang seorang tokoh idola. • Menggunakan simple Tense (verb 1 s/es)		- Bertanya jawab tentang sifat beberapa benda di dalam dan sekitar rumah - Membaca beberapa teks pendek tentang sifat orang, benda, binatang di dalam dan di sekitar rumah dan sekolah sekitarnya - Bertanya jawab tentang sifat orang, benda, binatang			

Kompetensi Dasar	Materi Pemebelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
sesuai konteks	• Sifat dan keadaan orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI.	• Menggunakan to be (is, am, are) dalam menggambarkan seorang tokoh idola. • Memahami kata sifat yang tepat sesuai dengan konteksnya dalam menggambarkan seorang tokoh idola • Menggunakan ucapan yang benar • Mengucapkan perbedaan intonasi yang tepat		terkenal - Melakukan refleksi tentang proses dan hasil belajarnya			
3.6 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya.	**Fungsi Sosial** • Mendeskripsikan, mengidentifikasi, mengkritisi orang, binatang, dan benda tingkah laku/tindakan/fungsinya. **Struktur Teks** • Memulai • Menanggapi (diharapkan/di luar dugaan) **Unsur Kebahasaan** • Pernyataan dan pertanyaan terkait	• Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari percakapan terkait pekerjaan dan tindakan terkait • Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari percakapan terkait kebiasaan melakukan kegiatan • Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari percakapan terkait	• Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerja sama	- Menyimak guru membacakan beberapa teks pendek kebiasaan yang dilakukan orang dan binatang yang terdapat di rumah, sekolah, dan sekitarnya, dan kemudian menirukannya kalimat-kalimat dengan tata bahasa, ucapan dan tekanan kata yang benar	20 JP	• Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VII, Kemendi	• Lisan • Tertulis • Penugasan • Unjuk kerja • Portofolio

Kompetensi Dasar	Materi Pemebelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
(Perhatikan unsur kebahasaan kalimat declarative, interogative, simple present tense)	tingkah laku/tindakan/ fungsi orang, binatang, benda. • Kalimat deklaratif (positif dan negatif) dalam simple present tense. • Kalimat interogative: Yes/No question; Why-question. • Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan. **Topik** • Tingkah laku/tindakan/fung si orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI.	tingkah laku dan kebiasaan binatang • Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari percakapan terkait fungsi beberapa benda • Melakukan percakapan tentang pekerjaan dan tindakan terkait • Menyebutkan kembali pertanyaan dan pernyataan para tokoh tentang pekerjaan dan tindakan terkait • Menyebutkan pekerjaan orang tua (bapak dan ibu) 5 orang teman sekelas • Mempresentasikan informasi tentang pekerjaan orang tua (bapak dan ibu) lima orang teman sekelas • Melakukan percakapan tentang kebiasaan melakukan kegiatan • Menyebutkan kembali pernyataan para tokoh		- Didiktekan guru, peserta didik menulis teks-teks tersebut dengan tulis tangan, dengan ejaan dan tanda baca yang benar - Membuat teks-teks pendek tentang kebiasaan yang dilakukan beberapa orang dan binatang yang sangat dikenal - Bertanya jawab tentang isi teks yang telah ditulis dengan kelompok lain. - Melakukan refleksi tentang proses dan hasil belajarnya		kbud, Revisi Tahun 2013 • Kamus Bahasa Inggris • Pengalaman peserta didik dan guru	
4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait tingkah laku/tindakan/fungsi orang, binatang, dan benda, dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks							

Kompetensi Dasar	Materi Pemebelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
		tentang kebiasaan melakukan kegiatan • Mempresentasikan kegiatan yang senyatanya menjadi kebiasaan dari lima orang temannya • Melakukan percakapan mengenai tingkah laku dan kebiasaan binatang • Menyebutkan kembali pernyataan para tokoh tentang tingkah laku dan kebiasaan binatang • Menyebutkan kebiasaan/tingkah laku binatang peliharaan/yang senyatanya ada di sekitar/yang pernah dilihat • Melakukan percakapan tentang fungsi beberapa benda • Menyebutkan fungsi benda-benda yang senyatanya ada di dalam kelas masing-masing • Menyebutkan fungsi benda-benda yang					

Kompetensi Dasar	Materi Pemebelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
		senyatanya ada di rumah masing-masing • Melakukan percakapan mengenai fungsi benda dan kebiasaan binatang • Menyebutkan kembali pernyataan para tokoh mengenai fungsi benda dan kebiasaan binatang					
3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya	**Fungsi Sosial** • Mendeskripsikan, mengenalkan, memuji, mengidentifikasi, mengkritik. **Struktur Teks** • Identifikasi (nama keseluruhan dan bagian) • Sifat yang menjadi pencirinya. • Fungsi, perilaku, manfaat, tindakan, kebiasaan yang menjadi penciri orang, binatang, atau benda yang dibicarakan. **Unsur Kebahasaan**	• Mengidentifikasifungsi social dan unsur kebahasaan dari ungkapan menyatakan dan menanyakan tentangdeskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai konteks • Menyebutkan menyatakan dan menanyakan tentangdeskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai konteks • Meresponungkapan menyatakan dan menanyakan tentangdeskripsi orang, binatang, dan benda,	• Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerja sama	- Membaca beberapa teks deskriptif tentang sekolah termasuk benda-benda dan binatang-binatang yang ada yang disertai foto atau gambar yang menarik - Bertanya tentang informasi yang terkait di dalam teks tersebut. - Menggunakan alat analisis (tabel atau bagan *mind-map*) untuk mempelajari sistematika deskripsi yang diterapkan	**24 JP**	• Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VII, Kemendikbud, Revisi Tahun 2013 • Kamus	• Lisan • Tertulis • Penugasan • Unjuk kerja • Portofolio

Kompetensi Dasar	Materi Pemebelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
	• Kalimat deklaratif (positif dan negatif), dan interogative (Yes/No question; Whquestion), dalam simple present tense. • Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb. • Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan. **Topik** • Tingkah laku/tindakan/ fungsi orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI.	pendek dan sederhana, sesuai konteks • Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda • Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks • Menulis teks tulis sederhana tentangdeskripsi orang, binatang, dan benda,pendek dan sederhana sesuai konteks • Menulis teks tulis sederhana tentangorang, binatang, dan benda,		- Mengamati suatu benda/binatang/ora ng yang sangat dikenal, untuk mengumpulkan data tentang jumlah, sifat, perilaku, dll. Untuk mengritik/ menyatakan kekaguman/ mempromosikan - Dalam kelompok membuat proyek kecil: dengan bantuan *mind-map*, membuat teks deskripsi tentang kota atau desanya untuk mempromosikan - Menempelkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan		Bahasa Inggris • Pengalam an peserta didik dan guru	

4.7   Teks deskriptif
    4.7.1   Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda
    4.7.2 Menyusun							

Kompetensi Dasar	Materi Pemebelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks		dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.		hasil belajarnya			
3.8 Menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs	**Fungsi Sosial** • Mengembangkan nilai-nilai kehidupan dan karakter yang positif. **Unsur Kebahasaan** • Kosakata dan tata bahasa dalam lirik lagu • Ucapan, tekanan	• Mengidentifikasi fungsi sosial dan memahami pesan moral lagu dan menghargai lagu sebagai karya Seni sesuai konteks. • Merespon teks pesan dan memahami pesan moral lagu dan menghargai lagu sebagai karya Seni sesuai konteks. • Menyebutkan teks pesan	• Religi us • Mandi ri • Goton g royon g • Kejuj uran • Kerja	- Membaca, menyimak, dan menirukan lirik lagu secara lisan. - Menanyakan hal-hal yang tidak diketahui atau berbeda - Menyebutkan pesan yang terkait dengan bagian-	4 JP	• Buku Penunjang Kurikulu m 2013 Mata Pelajaran Bahasa Inggris When English	• Lisan • Tertuli s • Penug asan • Unjuk kerja • Portof olio
4.8 Menangkap makna							

Kompetensi Dasar	Materi Pemebelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs	kata, intonasi, ejaan, tanda baca, dan tulisan tangan **Topik** • Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI.	dan memahami pesan moral lagu dan menghargai lagu sebagai karya Seni sesuai konteks. • Menulis makna teks lagu dan Menangkap makna lagu.	keras • Percaya diri • Kerja sama	bagian tertentu - Melakukan refleksi tentang proses dan hasil belajarnya.		Rings The Bell, Kelas VII, Kemendikbud, Revisi Tahun 2013 • Kamus Bahasa Inggris • Pengalaman peserta didik dan guru	

Appendix 5

Research Permit Letter from SMPN 2 Arjasa

PEMERINTAH KABUPATEN JEMBER
DINAS PENDIDIKAN
UPTD SATUAN PENDIDIKAN
SMPN 2 ARJASA
Jl. Rembangan Dusun Darungan Kemuning Lor, Kec. Arjasa - Jember, Kode Pos 68191
E-mail : smpnduaarjasa@gmail.com

Surat Keterangan
Nomor: 422.1/0247/310.05.20549895/2023
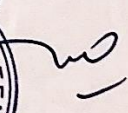
Yang bertanda tangan dibawah ini, menerangkan bahwa :

Nama : Aldi Fajar Setiawan
Tempat tgl/lahir : Jember, 21 Desember 1999
NIM : T20196043
Fakultas : Tarbiyah dan Ilmu keguruan
Jurusan : Tadris Bahasa Inggris

Yang bersangkutan telah mengadakan penelitian di SMPN 2 Arjasa, terhitung mulai tanggal 20 September 2023 sampai 20 Oktober 2023 guna penulisan skripsi dengan judul : **The implementation of teaching vocabulary through total physical response (TPR) for VII grade at smpn 2 arjasa**

Demikian surat keterangan ini dibuat, untuk digunakan sebagaimana mestinya.

Jember, 7 November 2023
Kepala UPTD SATDIK
SMPN 2 ARJASA,

SAHRUDIN, M. Pd
NIP. 19680308 199103 1 015

Appendix 6

Research Journal

JURNAL KEGIATAN PENELITIAN

NO.	TANGGAL	KEGIATAN PENELITIAN	TTD
	20 september 2023	mengajukan surat izin penelitian di smpn 2 Arjasa	
	22 september 2023	observasi lapangan dengan ibu dwi enik	
	25 september 2023	Pelaksanaan penelitian dengan menggunakan TPR method	
	03 oktober 2023	interview kepada murid dan guru dalam implementasi	
	06 oktober 2023	interview tentang permasalahan di metode TPR dalam kelas	

Jember, 21 NOPEMBER 2024

Mengetahui,
Kepala Sekolah

SYAIFUDIN, M.Pd
Nip. 196803081991031015

Peneliti

ALDI FAJAR SETIAWAN
NIM. T20196043

Appendix 7

Examination questions of 7 grade at SMPN 2 Arjasa

Some examples of questions related to vocabulary in class 7 junior high school 2 Arjasa

1. "Hello …. Is marcel"
   A. My   C. What
   B. I am   D. My name

2. Jhon :"…….is your name?"
   A. that   C. it
   B. this   D. what

3. Farhan "How are you?"
   A. I am
   B. My name
   C. I am fine
   D. Fine

4. Via :"Good morning, sen"
   Sena :"……"
   A.   Good afternoon   C. good morning
   B.   Good evening   D. good night

5. Radit :"Good bye, Gina"
   Gina "….."
   A.   Good bye
   B. Good night
   C. Have nice sleeping
   D. You are welcome

   Text for number 6 – 8
   I would like to introduce myself
   My name is farel aditya
   My nick name is farel
   I am 10 years old, I am student
   I am from jember

6. The boy is….. himself.

   A. Drawing

   B. Studying

   C. Listening

   D. Introducing

7. The boy's nick name is…..

   A. Farel

   B. Erik

   C. Gilang

   D. Farhan

8. Farel is a….. years old.

   A. Seven

   B. Ten

   C. Eight

   D. Five

9. Rama :"Where do you…..?"

   Zidan :" I live in pekanbaru

   A. Live

   B. Old

   C. Born

   D. Life

10. Eza :" thank you, sinta"

    Sinta :"……."

    A. Good morning

    B. I am fine

    C. So nice, eza

    D. You are welcome

Essay ,

1.   My name is nana. I am….Mangli

2.   Roger :"Good evening, layla"

      Layla :"….."

3.   Miya :"Good morning, mom"

      Hanabi :"……."

4.   Argus :"……"

      Leomord :" I am ten years old"

5.   Chou :"…..do you live?"

      Martis :" I live in Jakarta"

HOW OLD ARE YOU	WHERE	FROM
GOOD MORNING	GOOD EVENING	

Appendix 8

DAFTAR NILAI
SMPN 2 ARJASA
TAHUN PELAJARAN 2022/2023

Semester   : I   Mata Pelajaran   : BAHASA INGGRIS

Kelas   : VII B   KKM   :

No	Nama Siswa	Nilai Harian						Nilai UTS	Nilai UAS
		1	2	3	4	5	6		
1	Adinda Safira Setianingrum	70				75		75	
2	Ahmad Saiful Fahlan					75		75	
3	Ayu Wulandari							60	
4	Bella Fitri Nuraini					75		100	
5	Diana Lorenza Prisilia					75		100	
6	Farhan Nur Insani At Taqwa					75		75	
7	Farhan Yusron Firdaus							75	
8	Gilang Setyawan					75		75	
9	Ika Wulandari					75		95	
10	Irwanto					75		75	
11	Isabela	40						75	
12	Lukman					75		75	
13	Lutfi							75	
14	M. Alfan Saputra							25	
15	M. Dwi Alifatul Gufron							75	
16	Mita	80				75		80	
17	Mohammad Rafi Riskian							75	
18	Muhammad Kevin Septiawan	60						90	
19	Muhammad Ridho					75		90	
20	Nadien Dwi Zamzami	60				75		100	

21	Putri Nabila Angelica					75		75	
22	Qorik Lita Eka Putri	80				75		85	
23	Rianti							75	
24	Salman Al Faisah					75		95	
25	Sulfan Afandi Saputra A.							75	

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Appendix 9

DAFTAR HADIR
SMPN 2 ARJASA
TAHUN PELAJARAN 2022/2023

No	Nama Siswa	Bulan Oktober 2022																														
		Tanggal																														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
1	Adinda Safira Setianingrum																															
2	Ahmad Saiful Fahlan																															
3	Ayu Wulandari																															
4	Bella Fitri Nuraini																															
5	Diana Lorenza Prisilia																															
6	Farhan Nur Insani At Taqwa																															
7	Farhan Yusron																															

	Firdaus																																			
8	Gilang Setyawan																																			
9	Ika Wulandari																																			
10	Irwanto																																			
11	Isabela																																			
12	Lukman																																			
13	Lutfi																																			
14	M. Alfan Saputra																																			
15	M. Dwi Alifatul Gufron																																			
16	Mita																																			
17	Mohammad Rafi Riskian																																			
18	Muhammad Kevin Septiawan																																			
19	Muhammad Ridho																																			

20	Nadien Dwi Zamzami																													20		
21	Putri Nabila Angelica																															
22	Qorik Lita Eka Putri																															
23	Rianti																															
24	Salman Al Faisah																															
25	Sulfan Afandi Saputra A.																															

Appendix 10

Plagiarism

SURAT KETERANGAN LULUS CEK PLAGIASI SKRIPSI

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama	:	Aldi Fajar Setiawan
NIM	:	T20196043
Program Studi	:	PBI
Judul Karya Ilmiah	:	The implementation total physical response (TPR) in Teaching Vocabulary for VII Grade at SMPN 2 Arjasa

telah lulus cek similarity dengan menggunakan aplikasi drillbit UIN KHAS Jember dengan skor pengecekan bab 1-5 sebesar 13%

BAB I	: 16%
BAB II	: 19%
BAB III	: 10%
BAB IV	: 20%
BAB V	: 0%

Demikian surat ini disampaikan dan agar digunakan sebagaimana mestinya.

Jember, 22 November 2024
Penanggung Jawab Cek Plagiasi
FTIK UIN KHAS Jember

(Ulfa Dina Novienda, S.Sos.I, M.Pd)

NB: Hasil Cek Turnitin dilampirkan pada saat meminta tanda tangan

Appendix 11

Documentation

Students are enthusiastic about participating in learning using the Total Physical Response (TPR) method

Students look for answers about an object that has been demonstrated by friends with body language games

Students prepare to demonstrate the vocabulary given by the teacher

interview kepada guru.mp3

interview with 7th grade students at SMPN 2 Arjasa

Appendix 12

BIODATA

Name	: Aldi Fajar Setiawan
Data of Birth	: Jember, 21 th of december 1999
Studens' Number	: T20196043
Gender	: Male
Study Program	: English Education Dapartment
Faculty	: Tarbiyah and Teacher Training
Religion	: Islam
Addres	: Jln. Patimura Dusun Barat RT 03 RW 16 Kalisat, Jember
E-mail	: fajaraldi964@gmail.com

Education Background:

Kindergarten	: TK Perwanida
Elementary School	: SDN Kalisat 01
Junior High School	: SMP Nurul Jadid Probolinggo
Senior High School	: MA Nurul Jadid Probolinggo