

A THESIS
INCREASING STUDENTS' VOCABULARY BY IMPLEMENTING
TOTAL PHYSICAL RESPONSE (TPR) METHOD AT THE
FIRST GRADE MTs PERGIS GANRA SOPPENG



BY
ANUGRAH AWALTHA AS
REG NUM. 2020203888203064

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2024

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(A Quantitative Research)



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ANUGRAH AWALTHA AS
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Submitted to the English Program of Tarbiyah Faculty of State Islamic Institute of
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Pendidikan (S.Pd)

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(A Quantitative Research)

Thesis

**As a part of Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan (S.Pd)**

English Education Program

Submitted by

**ANUGRAH AWALTHA AS
REG NUM. 2020203888203064**

To

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
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PAREPARE**

2024

SUPERVISORY COMMISSION APPROVAL

Thesis Title : Increasing Students' Vocabulary by Implementing Total Physical Response (TPR) Method at The First Grade MTs Pergis Ganra Soppeng

Student Name : Anugrah Awaltha As

Student Reg. Number : 2020203888203064

Study Program : English Education Program

Faculty : Faculty of Tarbiyah

Basis for Supervisor Determination : Dean of the Faculty of Tarbiyah Decree Number: 4989 Year 2023

Approved By:

Principal Supervisor : Dr. Abd. Haris Sunubi, S.S., M. Pd. (.....)

EIN : 19750308 200604 1 001

Co-Advisor : Yessicka Noviasmy, M.Pd. (.....)

EIN : 2029119004

Knowing:
Dean of the Faculty of Tarbiyah


Dr. Zulfah, M.Pd.
EIN. 19830420 200801 2 010



APPROVAL OF THE EXAMINING COMMISSION

Thesis Title : Increasing Students' Vocabulary by Implementing Total Physical Response (TPR) Method at The First Grade MTs Pergis Ganra Soppeng

Student Name : Anugrah Awaltha As

Student Reg. Number : 2020203888203064

Study Program : English Education

Faculty : Tarbiyah

Basis for Assigning Examiners : B.1101/In.39/FTAR.01/PP.00.9/04/2024

Date of Graduation : 24 July 2024

Approved By:

Dr. Abd. Haris Sunubi, S.S., M.Pd. (Chair)

Yessicka Noviasmy, M.Pd. (Secretary)

Hj. Nurhamdah, S.Ag., M.Pd. (Member)

Nurul Hasanah, M.Pd. (Member)

(.....)

(.....)

(.....)

(.....)

Knowing:

Dean of the Faculty of Tarbiyah



Dr. Alfah, M.Pd.

EIN. 19830420 200801 2 010

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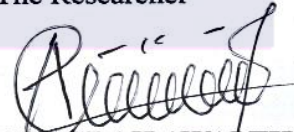
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Sidrap, 25th June 2024

29 Zulhijjah 2024

The Researcher



ANUGRAH AWALTHA AS

Reg Num. 2020203888203064

DECLARATION OF THE AUTHENTICITY OF THE THESIS

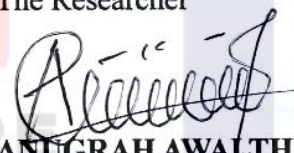
The writer who signed the declaration below:

Name : Anugrah Awaltha As
Student Reg. Number : 2020203888203064
Place and Date of Birth : Bilokka Sidrap, 13th May 2002
Study Program : English Education
Faculty : Tarbiyah
Title of Thesis : Increasing Students' Vocabulary by Implementing Total Physical Response (TPR) Method at The First Grade MTs Pergis Ganra Soppeng

Stated this thesis was his writing and if it can be proved that it was copied, duplicated, or compiled by any other people, this thesis and the degree that has been obtained would be postponed.

Sidrap, 27th July 2024

The Researcher



ANUGRAH AWALTHA AS
Reg Num. 2020203888203064

ABSTRACT

ANUGRAH AWALTHA AS. *Increasing Students' Vocabulary by Implementing Total Physical Response (TPR) Method at The First Grade MTs Pergis Ganra Soppeng.* (Supervised by Abd. Haris Sunubi and Yessicka Noviasmy)

This research aimed to investigate the increasing students' vocabulary by implementing Total Physical Response (TPR) method the first grade MTs Pergis Ganra Soppeng. This TPR method involves the physical movement and gesture in teaching learning process.

This research used a quantitative approach with pre-experimental technique by using a one-group pre-test and post-test design. The population of this research was the first-grade students. This research applied cluster random sampling by taking one class as sample that was the class VII 1 at MTs Pergis Ganra Soppeng which consist of 32 students.

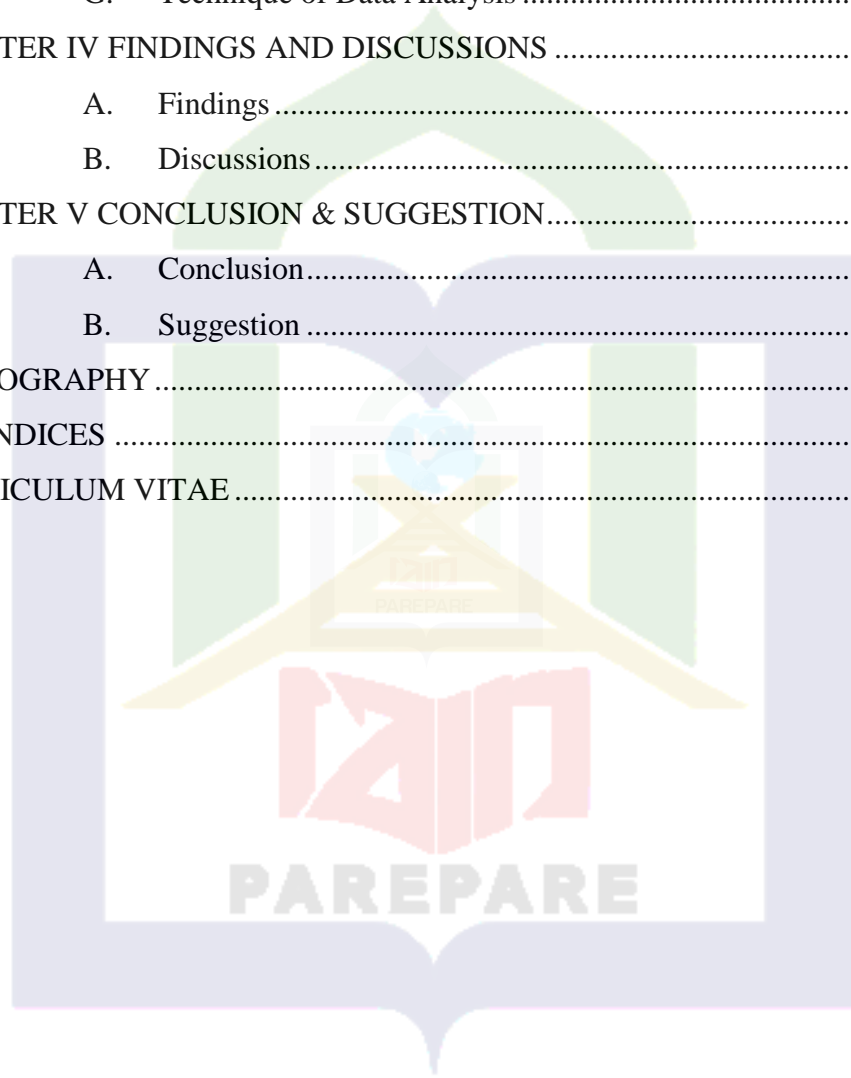
The results of this research showed that the implementation of the TPR method can significantly increase the students' vocabulary at MTs Pergis Ganra Soppeng. This is evident from the t-test analysis result of 42.26, which is higher than the t-table value of 2.04. This indicates that the t-test value was higher than the t-table value, meaning that the Null Hypothesis (H₀) was rejected while the Alternative Hypothesis (H₁) was accepted.

Keywords: *TPR method, Vocabulary, Pre-experimental*

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TRANSLITERATION AND ABBREVIATIONS

A. Transliteration

1. Consonants

Arabic consonant phonemes which in the Arabic writing system are symbolized by letters, in this transliteration some are symbolized by letters and some are symbolized by signs, and some are symbolized by letters and signs.

List of Arabic letters and their transliteration into Latin letters:

Letters	Name	Latin Letters	Name
ا	Alif	Not Denoted	Not Denoted
ب	Ba	B	Be
ت	Ta	T	Te
ث	Tsa	Ts	te dan sa
ج	Jim	J	Je
ح	Ha	ḥ	ha (with a dot below)
خ	Kha	Kh	ka and ha
د	Dal	D	De
ذ	Dzal	Dz	de and zet
ر	Ra	R	Er
ز	Zai	Z	Zet

س	Sin	S	Es
ش	Syin	Sy	es and ya
ص	Shad	ṣ	es (with a dot below)
ض	Dhad	ḍ	de (with a dot below)
ط	Ta	ṭ	te (with a dot below)
ظ	Za	ẓ	zet (with a dot below)
ع	‘ain	‘	Inverted commas up
غ	Gain	G	Ge
ف	Fa	F	Ef
ق	Qaf	Q	Qi
ك	Kaf	K	Ka
ل	Lam	L	El
م	Mim	M	Em
ن	Nun	N	En
و	Wau	W	We
ه	Ha	H	Ha
ء	Hamzah	’	Apostrof

ي	Ya	Y	Ye
---	----	---	----

Hamzah (ء) which begins a word follows its vowel without any sign. If it occurs in the middle or at the end, it is written with a sign (‘).

2. Vocal

- a. Single vowels (monofong) Arabic whose symbols are signs or harakat, transliterated as follows:

Sign	Name	Latin Letters	Name
أ	Fathah	A	A
إ	Kasrah	I	I
أ	Dhomma	U	U

- b. Arabic double vowels (diphthongs) whose symbols are a combination of harakat and letters, transliterated in the form of a combination of letters, namely:

Sign	Name	Latin Letters	Name
أِي	Fathah and Ya	Ai	a and i
أُو	Fathah and Wau	Au	a and u

Example :

كَيْفَ:Kaifa

حَوْلَ: Haula

3. Maddah

Maddah or long vowels whose symbols are harkat and letters, transliterated in the form of letters and signs, namely:

Harkat and Letters	Name	Letters and Marks	Name
اَ / آ	Fatha h and Alif or ya	Ā	a and line above
اِ / آ	Kasrah h and Ya	Ī	i and line above
اِي / آ	Kasrah h and Ya	Ī	i and line above
اُو	Kasrah h and Wau	Ū	u and line above

Example :

مات :māta
رمى : ramā
قيل : qīla
يموت : yamūtu

4. Ta Marbutah

There are two transliterations for tamarbutah:

- Tamarbutah which is alive or received fathah, kasrah and dammah, is transliterated as [t].
- Tamarbutah that dies or gets a sukun, the transliteration is [h].

If the last word with tamarbutah is followed by a word that uses the article al- and the reading of the two words is separated, then the tamarbutah is transliterated with ha (h).

Example :

رَوْضَةُ الْجَنَّةِ : raudahal-jannahatauraudatuljannah
الْمَدِينَةُ الْفَاضِلَةُ : al-madīnahal-fāḍilahatau al-madīnatulfāḍilah
الْحِكْمَةُ : al-hikmah

5. Syaddah(Tasydid)

Syaddah or tasydid which in the Arabic writing system is symbolized by a tasydid sign (ّ), in this transliteration is symbolized by a repetition of letters (double consonants) which is given a syaddah sign.

Example :

رَبَّنَا :Rabbanā

نَجِينَا : *Najjainā*

الْحَقُّ : *al-haqq*

الْحَجُّ : *al-hajj*

نُعَمٌ : *nu‘ima*

عُدُو : *‘aduwwun*

If the letters ىbertasydid at the end of a word and preceded by the letter kasrah ِ, then it is transliterated as the letter *maddah* (i).

Example :

عَرَبِيٌّ : ‘Arabi (not ‘Arabiyyor ‘Araby)

عَلِيٌّ : ‘Ali (not ‘Alyyor ‘Aly)

6. Article

The article in the Arabic writing system is symbolized by the letters لا (*alif lam ma’arifah*). In this transliteration guideline, the article of clothing is transliterated as usual, al-, both when it is followed by shamsiah letters and qamariah letters. The article does not follow the sound of the letter directly following it. The article is written separately from the word that follows it and is connected with a horizontal line. (-). Example :

الْشَّمْسُ : *al-syamsu (notasy- syamsu)*

الزَّلْزَلَةُ : *al-zalزالah (notaz-zalزالah)*

الْفَلْسَفَةُ : *al-falsafah*

الْبِلَادُ : *al-bilādu*

7. Hamzah

Rules for transliterating hamzah letters into apostrophes (‘) only applies to hamzahs located in the middle and end of words. However, if the hamzah is located at the

beginning of the word, it is not symbolized, because in Arabic writing it is an alif.

Example:

تَأْمُرُونَ : *ta'murūna*

النَّوْعُ : *al-nau'*

شَيْءٌ : *syai'un*

أُمِرْتُ : *Umirtu*

8. Arabic words commonly used in Indonesian

Arabic words, terms or sentences that are transliterated are words, terms or sentences that have not been standardized in Indonesian. Words, terms or sentences that are already common and part of the Indonesian language treasury, or are often written in Indonesian writing, are no longer written according to the above transliteration method. For example, the word Al-Qur'an (dar Qur'an), Sunnah. However, if these words are part of a series of Arabic texts, then they must be transliterated as a whole.

Example:

Fīzilālal-qur'an

Al-sunnahqablal-tadwin

Al-ibāratbi 'umum al-lafzlābikhusus al-sabab

9. Lafzal-Jalalah (الله)

The word "Allah" which is preceded by particles such as the letters jar and other letters or acts as a mudafilaih (nominal phrase), is transliterated without the letter hamzah.

Example:

دِينُ اللَّهِ : *Dīnullah*

بِاَللّٰهِ : *billah*

As for the tamarbutah at the end of a word that is attributed to lafzal-jalalah, it is transliterated with the letter [t]. Example:

هُمُ فِي رَحْمَةِ اللّٰهِ : *Humfīrahmatillāh*

10. Capital Letters

Although the Arabic writing system does not recognize capital letters, in this transliteration they are also used based on the prevailing Indonesian spelling guidelines (EYD). Capital letters, for example, are used to write the initial letter of proper names (person, place, month) and the first letter at the beginning of a sentence. If a proper name is preceded by the article (al-), then the initial letter of the proper name is written in capital letters, not the initial letter of the article. If it is at the beginning of a sentence, then the letter A of the article is capitalized (Al). Example:

Wamā Muhammadunillārasūl

Inna awwalabaitinwudi ‘alinnāsilalldhībiBakkatamubārakan

Syahrū Ramadan al-ladhūnzilafihal-Qur’an

Nasir al-Din al-Tusī

AbūNasral-Farabi

If a person's legal name uses Ibn (son of) and Abū (father of) as the second last name, then both last names must be mentioned as the last name in the bibliography or reference list. Example:

Abūal-Walid Muhammad ibnuRusyd, ditulismenjadi: IbnuRusyd, Abūal-Walīd Muhammad (bukan: Rusyd, Abūal-Walid Muhammad Ibnu)

NaşrḤamīdAbū Zaid, ditulismenjadi: Abū Zaid, NaşrḤamīd (bukan:Zaid, NaşrḤamīdAbū)

11. Abbreviations

Some of the standardized abbreviations are:

swt.	=	<i>subḥānahūwata‘āla</i>
saw.	=	<i>ṣallallāhu ‘alaihiwasallam</i>
a.s.	=	<i>‘alaihi al- sallām</i>
H	=	Hijriah
M	=	Masehi
SM	=	SebelumMasehi
l.	=	Lahir tahun
w.	=	Wafattahun
QS .../...: 4	=	QS al-Baqarah/2:187 atau QS Ibrāhīm/ ..., ayat 4
HR	=	Hadis Riwayat

Some abbreviations in Arabic:

ص	=	صفحة
دم	=	بدون
صلعم	=	صلى الله عليه وسلم
ط	=	طبعة
بن	=	بدون ناشر
الخ	=	إلى آخرها / إلى آخره

ج = جزء

Some abbreviations used specifically in the reference text need to be explained, including the following:

- ed. : Editor (or, eds. [from the word editors] if more than one editor). Since in Indonesian the word "editor" applies to either one or more editors, it can remain abbreviated as ed. (without the s).
- et al. : "And others" or "and friends" (abbreviation of et alia). Alternatively, the abbreviation et al. ("and friends") is used, written in regular/straight letters.
- Cet. : Printings. Information on the frequency of printings of books or similar literature.
- Terj. : Translation (by). This abbreviation is also used for translated works that do not mention the name of the translator.
- Vol. : Volume. Used to indicate the number of volumes of a book or encyclopaedia in English. For Arabic books, the word juz is usually used.
- No. : Number. Used to indicate the number of numbers of periodical scientific works such as journals, magazines, etc.

CHAPTER I

INTRODUCTION

A. Background

Vocabulary is the central and most fundamental component of understanding the lesson material, especially when studying a foreign language. Having a limited vocabulary, someone's ability to speak, listen, read, and write is also limited.¹ Furthermore, by studying new vocabulary, students can understand the meaning of texts and sentences when reading, understand information without misunderstandings when listening, construct sentences when writing, and speak clearly and effectively.² Based on that, we conclude that by having sufficient vocabulary, students are expected to have a modal and be able to master those four aspects of English.

Based on the Independent Curriculum, junior high school students are required to use simple English to interact in social and classroom situations.³ Students use simple vocabulary in English for daily activities in class and out of the class include expressing feelings, stating needs, asking for help, asking simple questions, asking for clarification, and asking for permission. To achieve these learning outcomes, students must have sufficient vocabulary.

¹ Abdul Haris Sunubi. *Designing Instructional Vocabulary Material Based on Fishbone for University Students of English in Parepare*. 2020.

² Bimas Reskiawan, Netty Huzniati Andas, and Hajra Hajra. *A Study on Students' Difficulties In Vocabulary Mastery at First Grade Students of SMPN 1 Baula*. 2020

³ Kemendikbudristek BSKAP. *Salinan Keputusan Kepala Badan Standar, Kurikulum, Dan Asesmen Pendidikan, Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi*. 2022.

Based on the first observations carried out by the researcher at MTs Pergis Ganra Soppeng during the Teaching Training Program (TTP), it was discovered that most students had a limited English vocabulary. It can be seen from their comprehension of the text. The students did not even know the instructions in the text. The students were unable to express feelings, express needs, request help, ask simple questions, and seek permission. While, based on the Independent Curriculum they are expected to be able to know those but in fact they do not. According to the Nation, the word level for junior high school is 1000 words.⁴ If the students know 1000 words, they will be able to use simple English to talk in social and classroom situations.

To increase students' vocabulary, it is necessary to apply effective method, one of which is using the Total Physical Response (TPR) method in learning and teaching process. TPR is a language teaching method created by Dr. James Asher, a psychology professor at San Jose State University in California. He says TPR combines action and speech, teaching language use physical movements. TPR attempts to introduce components in action. TPR method can help students develop their abilities and skills, allow them to feeling free to express themselves through body language, and create an enjoyable learning environment. Furthermore, by using the TPR method, students won't get bored during the learning process. Instead of just

⁴ Nation, I. S. P *Vocabulary Tests for Junior High School Students* (Kanagawa University, 2014).

sitting, reading, or listening to the teacher, they do physical activities. This makes learning English more interesting for them.

Researcher propose to use the TPR method to help seventh-grade students at MTs Pergis Ganra increase their vocabulary. Students will more easily memorize vocabulary by implementing this method, and their motivation to acquire vocabulary will also increase. By implementing this method, students become more motivated to learn vocabulary. They will engage in "Learning by Doing" and practice vocabulary directly. A student will understand more quickly when he can physically participate and practice in the learning process.

A learning environment that allows students to learn through direct experience will have better results because students will understand and master the lesson better.⁵ Students will feel that lessons are more meaningful because they are directly involved and physically feel the learning and teaching process in the class.

B. Research Question

The research question for this research can be formulated as follow Is the implementation of the Total Physical Response (TPR) method increase vocabulary in first-grade students at MTs Pergis Ganra?

C. Objective of the Research

The objective of this research is to elaborate on the implementation of the Total Physical Response (TPR) method in increasing students' vocabulary at The First Grade MTs Pergis Ganra.

⁵ Hernawan Asep Herry. *Hakikat Strategi Pembelajaran*. 2018.

D. Significance of the Research

According to the objective to be accomplished previous, it can be expected that this research will have both practical and theoretical uses in the education environment, such as the following:

1. Theoretical benefits

This research aims to determine the best way to teach vocabulary and to contribute significantly to the field of linguistics, especially in the area of vocabulary development.

2. Practical benefits

a. For English teachers, this research is expected to provide inspiration and examples of how to use the TPR method to help students increase their vocabulary. This method can serve as an alternative teaching approach.

b. For students. Using this strategy will hopefully help them learn vocabulary more quickly and enjoyably, while also increasing their vocabulary.

c. For the other researchers, this research is expected to be utilized as an additional reference. Especially those who research aimed at increasing students' vocabulary.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this section, the researcher will provide previous research that is related to this research and elaborate on the variables in this research, which are TPR method and vocabulary.

A. Previous Related Research Findings

There are some previous researches that are related to the variables of this research as a follows;

The research related to the importance of introducing English to children at an early age through the TPR method was conducted by Nadiya and Ichsan in 2021.⁶ The research utilized a quantitative approach with a pre-experimental method and employed a saturated sampling technique. Results indicated that TPR had a positive influence on the children's English vocabulary development and was effective in teaching English to children.

The next research is about the applying of the TPR method to teaching English listening skills to autistic students. It was conducted by Diana et. al. in 2021.⁷ This research is qualitative, and the sample for this research was four autistic students

⁶ Nadiya Ulya and Ichsan. *Pengaruh Metode Total Physical Response Pada Perkembangan Kosakata Bahasa Inggris Anak Usia Dini*. ThufuLA: Jurnal Inovasi Pendidikan Guru Raudhatul Athfal. 2021.

⁷ Diana Fauzia Sari et, al. *The Listening Skill of Autistic Students in Learning English through Total Physical Response*. Studies in English Language and Education. 2021.

at the school under study. The result indicated that the TPR method is appropriate to teach autism students to learn new words.

Another research is about the Effective of TPR in Students' Vocabulary Masteri at students of SMAN 12 Sinjai conducted by Rahmatullah et. al. in 2023.⁸ This research used a qualitative method. The results indicated that the implementation of the TPR method could help students increase their vocabulary.

Furthermore, the research aims to determine the use of the TPR method for teaching speaking and listening, conducted by Prananti et. al. in 2014.⁹ This research form of a case study, where the research subjects were an English teacher and 32 students in class 5A. Based on teacher statements and test results, it was found that TPR was could in increasing students' speaking and listening abilities.

From the literature reviews previous, the difference between this research and previous researchers is this research focuses on the implementation of the TPR method to increase students' vocabulary at the first grade MTs Pergis Ganra using a game approach with flash cards as learning media. The use of game approaches with flash cards as learning media to implement the TPR method in teaching vocabulary has not received attention among researchers. All of those previous researchers that were provided did not use the game approach with flash cards as learning media.

⁸ Rahmatullah, et. al. *The Effective of Using Total Physical Response (TPR) In Students' Vocabulary Mastery At Students OF SMAN 12 Sinjai*. Jurnal Karya Ilmiah Mahasiswa. 2023.

⁹ Prananti, et. al. *The Study Of TPR Implementation In Teaching Listening and Speaking For Elementary School At SD Laboratorium UNDIKSHA Singaraja*. Jurnal Pendidikan Bahasa Inggris Undiksha. 2019

B. Theory Overview

When doing research, a few theories are required to clarify the idea. Additionally, the researcher employs various terminology and issues in this study that require theoretical explanation. The following part below will provide an explanation of them.

1. Vocabulary

a. Concepts of Vocabulary

The most vital component of language is vocabulary. There are numerous ways to demonstrate the value of studying vocabulary.¹⁰ From the moment of our birth, we are able to differentiate words from those around us and eventually learn how to speak these words. When we read books as kids, the words are usually highlighted in their forms to help us learn how to spell them, and illustrations are included to help us understand the meaning of important vocabulary words.

According to Webster's New World, vocabulary is: 1) a list of words, often with phrases, acronyms, and inflectional forms, usually in alphabetical order, with definitions or other identifiers, such as in a dictionary or glossary; 2) all the words in a language; 3) all the terms used by specific individuals in their social groups or professions (their entire active vocabulary); 4) all the terms acknowledged and comprehended by specific individuals, even if they do not use them; 5) a connected

¹⁰ Stuart Webb and Paul Nation, *How Vocabulary Is Learned*. United Kingdom: Oxford University Press. 2017.

collection of non-verbal signs, gestures, and symbols used to communicate or express in a specific art form or skill, etc.

Vocabulary is very crucial to do in both written and oral communication.¹¹ Several studies have demonstrated that students who have a strong command of vocabulary perform better academically and have an easier time understanding the material as they study it. Furthermore, Vocabulary has a crucial role in developing the four language skills. The more vocabulary learners have, the easier it is for them to enhance their language abilities.¹² In addition, the importance of vocabulary is evident daily, both inside and outside of school.¹³

According to explanation previous vocabulary refers to the most crucial aspect of language, as it influences all four language skills. A strong command of vocabulary leads to better academic performance and easier understanding of material. Learning vocabulary helps students increase their comprehension of English.

Vocabulary is the important and one of the main modals for learning language. Allah stated in surah Al-Baqarah verse 31, as follows:¹⁴

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ

¹¹ Nurul Hasanah and Syahban Mada Ali. *Personal Vocabulary Notes (PVN) Method Affects The Students' Vocabulary Mastery at IAIN Parepare*. Jurnal Ilmiah Multidisiplin Amsir. 2022.

¹² Nurul Hasanah and Syahban Mada Ali. *Enhancing Students' Vocabulary Mastery by Using First Letter Card Media at the First Semester Students of Accounting at State Islamic Institute (IAIN) Parepare*. Jurnal Edukasi Nonformal. 2021.

¹³ Abdul Haris Sunubi and Nurfitri. *Increasing Vocabulary Mastery of The First Year Students of SMP Negeri 3 Pamboang Through Concept Mapping Strategy*. Inspiring: English Education Journal. 2018.

¹⁴ Q. S Al-Baqarah verse 31

This surah indicates that Allah taught Adam AS the names of everything in this universe. Anything in this universe has a name, it is very important to learn vocabulary. If the students lack vocabulary, it will be tough for them to communicate their feelings, thoughts, and ideas to increase their four language skills. Therefore, learning vocabulary is very important in learning a language.

b. Types of Vocabulary

According to experts, there are many kinds of vocabulary. Vocabulary divided into two categories which general and special vocabulary 1) A general vocabulary is a collection of words that are often used. 2) Specialized vocabulary consists of words used within specific fields, jobs, or professions, particularly in science and technology.¹⁵

In addition, Jo Ann Aebersold and Marry Lee Field divided vocabulary into two types: active vocabulary and passive vocabulary.¹⁶

Language acquisition and use are fundamental aspects of communication and learning. Vocabulary plays a crucial role in this process, and understanding the difference between active and passive vocabulary is essential for both educators and learners. This distinction highlights how we process, retain, and use words in different contexts.

¹⁵ Panotonagoro, A. *The Correlation Between Efl Learners ' Vocabulary Learning Strategies and Vocabulary Mastery*. 2018.

¹⁶ Lbs, I. *Improving Students' Vocabulary Mastery Through Total Physical Response Method at Seventh Grade Students of Mts Hidayatussalam*. 2020

1. Active Vocabulary

Definition and Characteristics:

Active vocabulary refers to the set of words that individuals actively use in speaking or writing. These words are not only understood but are also recalled and applied effortlessly in communication. Active vocabulary encompasses words that a person feels comfortable using and can produce without hesitation.

Development and Usage:

The development of active vocabulary occurs through repeated exposure and practice. When learners frequently encounter and use specific words in various contexts, these words become part of their active vocabulary. For instance, a student who regularly writes essays and participates in discussions about environmental science will likely develop an active vocabulary related to this field.

In practical terms, active vocabulary is utilized in real-time communication.

This includes:

- **Speaking:** During conversations, presentations, or speeches, individuals draw from their active vocabulary to articulate thoughts and ideas.
- **Writing:** When composing essays, reports, or creative works, the writer uses active vocabulary to convey meaning clearly and effectively.

Cognitive Processes:

The cognitive processes involved in using active vocabulary include:

- **Recall:** The ability to retrieve and use words from memory while communicating.
- **Application:** The effective integration of words into speech or writing to express ideas or convey messages.

Examples:

Consider a person discussing a recent project in a meeting. They might use terms like “strategy,” “implementation,” and “outcome” as part of their active vocabulary. These words are familiar and readily accessible in their speech.

2. Passive Vocabulary**Definition and Characteristics:**

Passive vocabulary consists of words that individuals recognize and understand when they encounter them in reading or listening but do not actively use in their own communication. Passive vocabulary is often larger than active vocabulary because it includes words that are comprehended but not necessarily employed in everyday language.

Recognition and Comprehension:

Passive vocabulary is associated with:

- **Recognition:** The ability to identify and understand words when encountered in context.
- **Comprehension:** The understanding of meaning and usage of these words in reading or listening contexts.

Development and Transition:

Words enter passive vocabulary through exposure to various forms of media, including books, lectures, and conversations. Over time, with increased exposure and contextual understanding, some passive vocabulary words may transition to active vocabulary. This transition typically requires:

- **Frequent Use:** Regularly incorporating the words into one's own speech or writing.
- **Practice:** Engaging in activities that reinforce the use of these words.

Examples:

Imagine someone reading a scholarly article about advanced scientific concepts. They may come across words like “entropic,” “quantum,” and “superposition.” While these words are understood in the context of the article, they might not be used actively in daily conversation or writing.

Interplay Between Active and Passive Vocabulary

Growth and Enrichment:

Active and passive vocabularies are interconnected. As individuals encounter new words, they initially enter their passive vocabulary. Through practice and application, these words may become part of the active vocabulary. Conversely, frequent use of active vocabulary words can enhance recognition and comprehension of these words, expanding both active and passive vocabularies.

Educational Implications:

For educators, understanding the distinction between active and passive vocabulary is crucial for designing effective teaching strategies. Strategies might include:

- **Contextual Learning:** Encouraging students to encounter new vocabulary in varied contexts to facilitate comprehension and transition from passive to active use.
- **Practice and Application:** Providing opportunities for students to use new words in speaking and writing exercises to reinforce their active vocabulary.

Assessment and Evaluation:

Assessing vocabulary knowledge involves evaluating both active and passive vocabulary. Tests and assessments can measure:

- **Active Vocabulary:** Through tasks that require students to use specific words in sentences or conversations.
- **Passive Vocabulary:** Through reading comprehension exercises that assess understanding of vocabulary in context.

In summary, active and passive vocabulary represent different aspects of language use and acquisition. Active vocabulary consists of words that individuals use confidently in communication, while passive vocabulary includes words that are recognized and understood but not frequently used. Understanding these concepts enhances language learning and teaching, allowing for more effective strategies to develop and utilize vocabulary skills.

By recognizing the interplay between active and passive vocabulary, individuals can focus on expanding their language skills, improving communication abilities, and achieving greater fluency in both written and spoken forms.

Following the experts' categorization of the many kinds of vocabulary previous, the researcher used active vocabulary to be taught at MTs Pergis Ganra. So, this vocabulary will be useful for the students for their daily activities.

c. Indicators Achievement of Vocabulary Mastery

Indicators achievement of vocabulary mastery skill included (1) pronunciation, (2) spelling, (3) grammar, (4) meaning.¹⁷

1. Pronunciation

Pronunciation significantly impacts vocabulary. It refers to how a person says a word in a language. It relates to how humans articulate and perceive sounds in spoken words.¹⁸ Effective communication flows smoothly when there is mutual understanding between the speaker and the listener.

The pronunciation of words in Indonesia and English vocabularies differs. Students need to listen a vocabulary or words in foreign language so they could notice and distinguish the stress pattern, sound at the beginning and at the end of the word.

Every language has unique phonemes. Indonesian sounds are different from English sounds. Therefore, many students face obstacles in pronunciation. The first reason is that some English sounds do not same in Indonesian. Secondly, they lack pronunciation knowledge because their English background is inadequate. Third, they rarely practice speaking, which leads to weaknesses in pronunciation. Next, the teaching and learning process in the classroom focuses more on writing. Lastly, there

¹⁷ Elda Martha Suri. *Improving Students ' Vocabulary Mastery by Using Songs at The Grade Sixth of State Elementary School*. Jurnal Pendidikan. 2014.

¹⁸ Nurhamdah and Nurhayati. *The Effectiveness of Teaching Pronunciation Through Jazz Chants Method*. Inspiring: English Education Journal. 2019.

are too many activities in the materials, resulting in a lack of time for pronunciation practice.

2. Spelling

Spelling is not just about how to spell words; it also improves reading and writing skills. Spelling involves forming words correctly from individual letters or the way a word is spelled. Given its importance in learning other skills, teachers need to provide good spelling instruction in the classroom.

3. Grammar

Grammatical information is tied to words, and learning vocabulary can help students understand grammar. This shows that prioritizing vocabulary does not mean ignoring grammar.

The grammar of vocabulary necessities to be taught if it is not clearly covered by grammatical rules. For example, when introducing a new verb, we might it's beneficial to also teach its past form. In cases of irregular verbs (e.g., read, read), it's important to specify whether they are transitive or intransitive. Likewise, when teaching a noun, the teacher might present its irregular plural form (e.g., teeth, tooth), or highlight that it has no plural form at all (e.g., advice, information). The teacher might also teach verbs such as "want" and "enjoy" along with the verb forms that follow them (e.g., want to, enjoying) or adjectives and verbs with their corresponding prepositions.

4. Meaning

To convey the meaning of vocabulary in the classroom, teachers can use objects, cut-out figures, gestures, actions, photographs, drawings or diagrams on the board, and pictures from storybooks. The amount of mental effort students put into learning a new word in a foreign language actually influences how well the word sticks in their memory. The more they think about the vocabulary and its meaning, they are more likely to remember it.

It can be concluded that when teaching vocabulary to students, it is important to consider the components of vocabulary mastery, which include spelling, pronunciation, grammar, and meaning. In this research, the researcher focused only on two indicators: spelling and meaning.

d. Teaching Vocabulary

There are several stages in teaching vocabulary: presentation, practice, production, and review.

1) Presentation

Presentation is one of the most crucial phases of vocabulary instruction. This involves introducing new words to students. When new words are presented in vocabulary items, students must learn their definition as well as their form: methods that combine words, images, and translation.

2) Practice

Practice is an original investigation that is carried out with the goal of learning new things, sometimes with the help of practice and its outcomes. The

students might quickly forget the new vocabulary if the teacher just explains their definitions. For the purpose of allowing the students to practice the new words, the teacher should assign vocabulary activities.

3) Production

The students have to create something as their own work. This thing, they would turn words from receptive to productive and store them in long-term memory.

4) Review

Review improves vocabulary instruction and studying outcomes. In this section, students get more chance to use the language and receive feedback. Communicative exercises are the most effective means of assisting students with vocabulary revision, according to methodologists.

Besides, visual aids can increase the effectiveness and interesting of vocabulary review. Both individuals and groups can work on revision. Vocabulary is essential in dealing communication both of spoken and written.¹⁹ Vocabulary is primarily reviewed during the warm-up step. In other words, teachers review vocabulary learned in a previous lesson. This helps refresh students' memories and prepares them for new material.

Based on these explanations, teaching vocabulary involves imparting knowledge and guiding students in acquiring words. The teacher's role is crucial in

¹⁹ Pushpanathan Thiruvendagadam. *A Review of Vocabulary Teaching Techniques for Young Learners*. 2018.

English vocabulary instruction, as they tailor their teaching to understanding the students' goals, the teacher can teach vocabulary according to their needs.

2. Total Physical Response (TPR) Method

a. Definition of TPR Method

The Total Physical Response (TPR) is a language teaching method was created by James Asher, a psychology professor at the University of San Jose, California.²⁰ This is a language teaching method that is widely used by foreign language teachers.

The basis of the TPR language method is the coordination of speech and movement.²¹ It involves using physical activity to teach language. By combining gesture and language, it makes language acquisition more natural and memorable.

TPR is an effective method for comprehension because teachers give students instructions or commands that aid in their understanding of the vocabulary being taught. Moreover, this research will use game in the learning process. Games provide two aspects of perceptions which are perceived ease of use and perceived enjoyment²²

TPR method is an alternative way to teach students vocabulary. TPR emphasizes a stronger focus on body language and the direct practice of movement and physical activity. Students get greater memory stimulation, which will impact

²⁰ Aprilia Riyana Putri. *Teaching English for Young Learners Using A Total Physical Response (TPR) Method*. Jurnal Edulingua. 2016.

²¹ Savic Vera. *Total Physical Response (TPR) Activities in Teaching English to Young Learners*. Serbia: University of Kragujevac. 2016.

²² Yessicka Noviasmy, Ambo Dalle, and Nurul Hasanah. *Applying Quizizz Application As an Assessment Tool*. English Education Journal. 2023.

their memory and help them remember vocabulary. In other words, TPR is a language teaching method centered on the coordination of spoken and movement. It makes an attempt to teach language by physical movement.

Based on the explanation previous, it can be concluded that TPR using physical activity to teach language. So that, students will engage in "Learning by Doing" as a learning process. TPR enhances vocabulary acquisition by combining gesture and language, making it more natural and memorable, and it will push them to be more expressive and energetic with their body language. This method can make vocabulary study fun for the students.

b. Principles of TPR Method

According to Larsen-Freeman, the principles of TPR are:²³

- a) Performing actions in the target language can help convey its meaning, enhancing memory through student responses.
- b) Students should first develop an understanding of the target language before attempting to speak it.
- c) At the beginning, students can use physical movements to learn parts of the language.
- d) Using the imperative form is an effective method, as teachers can utilize student actions to teach grammar and translation.
- e) Students learn both by watching actions and performing them themselves.

²³ Putri Zaharatul Baiza. *The Use of Total Physical Response (TPR) Method in Teaching English At Min 11 Banda Aceh* . 2020.

- f) It is important for students to experience success; fostering a sense of accomplishment and keeping anxiety low are key.
- g) Language learning is more effective when it is enjoyable.
- h) Spoken language should be prioritized over written language.

When using the TPR method to teach vocabulary, teachers issue instructions or commands, and students act out the vocabulary words as they hear them in the target language. Students' movements and brains connect simultaneously as a result of the stimuli they are presented with. Thus, students who use the TPR method to studying vocabulary will remember the lessons for a very long time.

c. Procedures of TPR Method

As explained in detail previous, the coordination of action and speech is the foundation of the TPR method of teaching languages. The teacher gives orders to students in the form of speech and then responds with action. There are some examples of activities in class using the TPR method as follows:²⁴

1. Listening Practice

In this practice, students listen to the teacher's instructions and quickly confidently respond to them. After a request for students to form a half circle around the teacher. The teacher encourages them to keep silent and pay close attention to any instructions or directions given in English. Next step, the teacher asks that students react the instructions by making physical movements.

²⁴ Maria Dewi Masitoh. *Penggunaan Metode Tpr (Total Physical Response) Sebagai Upayameningkatkan Keterampilan Berbicara Bahasa Inggris*. Yogyakarta: Pelita - Jurnal Penelitian Mahasiswa. 2015.

2. Role Reversal

The second activity takes a different form than the previous one, which makes students the recipients of the teacher's instructions. In this role-reversal activity, students give instructions or commands to their teacher and classmates to carry out several action based on the statements they make. This activity can be designed in the form of an outdoor game by grouping students into several groups and asking groups to give orders to other groups and then respond with action.

3. Sequence of Actions.

In this part, the teacher gives three connected commands to students both in class (indoor) and outside class (outdoor) in accordance with the teacher and student activity design. With this activity, students learn to use English so that their mastery of the language can develop. This activity is called an action sequence, meaning that in this technique, teachers try to give orders to their students by using connected commands or sentence phrases. Like, raise your hand, touch your nose, and hold your friend's nose.

From the previous explanation, it can be concluded that the TPR method is a teaching approach that integrates verbal communication with physical movement. Teachers give orders to students, who then respond with physical movements. Examples of this method include listening practice, role reversal, and a sequence of actions. Listening practice involves students listening to instructions and responding confidently with action. Role reversal involves students giving orders to their teacher

and classmates, often in the form of outdoor games. The sequence of actions involves students giving three connected commands, such as walking to the door and touching the door, to develop their English language mastery.

d. Advantages and Disadvantages of TPR Method

Ben Shearon outlines several advantages of the Total Physical Response method, including the following:²⁵

- 1) TPR ensures an enjoyable learning atmosphere by providing fair opportunities for all students, without regard for their background or academic ability.
- 2) Total Physical Response (TPR) helps students become more confident by facilitating their understanding of the process without speaking, which reduces their stress levels and affective filter.
- 3) With the effective implementation of Total Physical Response, it is possible to successfully repeat language targets while maintaining student attention.

There are several disadvantages to using the TPR method²⁶ Some students may feel embarrassed when the teacher asks them to demonstrate an instruction and teachers using TPR may struggle with teaching abstract vocabulary or expressions.

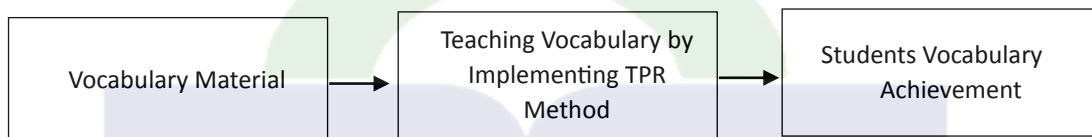
²⁵ Shearon and Ben, *Total Physical Response: A Short Introduction (Electronic Version)* by James Asher (New York: Cambridge University Press, 2016).

²⁶ Shearon and Ben.

C. Conceptual Framework

This section describes the concept related to research and focuses on the "Total Physical Response" method to increase students' vocabulary at first grade MTs Pergis Ganra. Through diagrams, the conceptual framework of this research as follows:

Diagram 1. Conceptual framework



Based on the conceptual framework, there are three sections as follows:

- 1) The first one is input. It refers to the vocabulary material that consist of verb. So, the vocabulary will be taught in MTs Pergis Ganra Soppeng is verb. This is because the verb words can be demonstrated by body movements.
- 2) The second is proses. Proses refers to the teaching vocabulary by implementing TPR method. In this section researcher using TPR method to determine the impact of the students' vocabulary at the first grade MTs Pergis Ganra Soppeng.
- 3) The third is output. It refers to the students' vocabulary achievement after applying TPR method. In this section we can know is there is an increasement or not on the students' vocabulary of first-gradestudents at MTs Pergis Ganra Soppeng.

D. Hypothesis

Based on the elaboration of the theory overview and conceptual framework previous, the hypothesis of this research is:

- H₀: There is no a significant increase in the students' vocabulary by implementing the Total Physical Response (TPR) method at the first grade MTs Pergis Ganra.
- H₁: There is a significant increase in the students' vocabulary by implementing the Total Physical Response (TPR) method at the first grade MTs Pergis Ganra.



CHAPTER III

FINDINGS AND DISCUSSIONS

A. Research Design

In this research, the researcher employed a pre-experimental design. This design involves only one group or class, which is subjected to both a pre-test and a post-test.²⁷ The one-group pretest-posttest design was applied to a single group without any control or comparison group. The researcher used this pre-experimental design to compare students' vocabulary levels before and after applying the TPR method in the class. It can be shown as follows:

$$E = O_1 X O_2$$

Where: E : Experimental group
O1 : Pre-Test
X : Treatment
O2 : Pos-Test

B. Location and Time of the Research

This research was conducted at MTs Pergis Ganra in Soppeng Regency, South Sulawesi. The study spanned six sessions: one session for the pre-test, four sessions for the treatment, and the final session for the post-test.

²⁷ Nuryadi et al., *Dasar-Dasar Statistik Penelitian* (Yogyakarta: SIBUKU MEDIA, 2017).

C. Population and Sample

1. Population

The population for this research comprised seventh-grade students at MTs Pergis Ganra Soppeng. There are three classes in this grade, with each class having 32 students, bringing the total population to 96 students.

Table 3.1 Populations of the research

Class	Sex		Total
	Male	Female	
VII 1	19	13	32 Students
VII 2	20	12	32 Students
VII 3	16	16	32 Students
Total			96 Students

2. Sample

The research used simple random sampling because it gives each population member the same opportunity to be selected as a sample for this research. This simple random sampling was used because the population of this research is relatively homogeneous, so the class selected as a sample can represent the population classes. As a result, the sample chosen for this research is VIII1 class. The total students of this class are 32 Students, there are 19 female and 13 males.

D. Operational definition of variables

a. Variables of the research

This research involves two variables. Quantitative research was utilized to analyze the relationship between these variables. The independent variable is "The Use of the TPR Method," while the dependent variable is "Students' Vocabulary."

b. Operational Definition

Vocabulary is defined as a collection of words, encompassing their meanings, pronunciations, and usage in communication, as well as the comprehension of these words when heard.

Total Physical Response (TPR) is a teaching method that incorporates physical activity to facilitate language learning. By combining speech with movement, it makes language acquisition more natural and memorable.

E. Instrument of the research

The instrument for this research is a vocabulary test. The researcher administered two tests to collect data: a pre-test and a post-test. Each test consisted of 29 vocabulary words. The students were required to answer questions based on the provided clues.

F. Procedure of Collecting Data

To gathered data, the researcher employed a vocabulary exam as a type of instrument test. Both the pre-test and the post-test.

1. Pre-Test

The researchers administered a pre-test to assess the students' current level of vocabulary knowledge. This pre-test conducted in one meeting which consist of 29 numbers by using crossword puzzle word vocabulary test.

2. Treatment

After giving a pre-test, the researcher gave a treatment. In this treatment, the researcher taught one class. The treatment process conducted over four meetings. The researcher arranged some steps or procedures to implementing the TPR method to increase students' vocabulary as follows:

The First Meeting

- 1) The researcher began the class by leading a prayer and taking attendance of the students.
- 2) The students were shown the word flash cards by the researcher. The vocabulary that taught at this meeting were (Run, Wave, Walk, Jump, Dance, Swim, Climb, Crawl, Point, Clap, Hug, Kiss, High-five, Handshake, Talk)
- 3) The researcher raised the flash card while pronounce and demonstrate it.
- 4) The students also demonstrated what they look at on the flash card. This is done until the flash card runs out.
- 5) Next, the researcher explained the use of those vocabulary in their daily activities.

- 6) Following that, the researcher divided the students into four groups to engage in a game in front of the class.
- 7) The researcher gave an instruction about the game. After that, each group comes forward in turn to play the game.
- 8) Person of each group demonstrated the vocabulary that he looks at the flash card above his members group.
- 9) Each member of group guessed the vocabulary that their friend group demonstrate. They have to pronounce the vocabulary and mention the meaning.
- 10) The group that was fastest in guessing all the vocabulary on the flash cards was the winner.
- 11) The researcher ends the class.

The Second Meeting

- 1) The researcher began the class by leading a prayer and taking attendance of the students.
- 2) The students were shown the word flash cards by the researcher. The vocabulary that taught at this meeting are (Laugh, Cry, Kick, Catch, Throw, Push, Pull, Squat, Punch, Cook, Eat, Stir, Shake, Sleep, Cough)
- 3) The researcher raised the flash card while pronounce and demonstrate it.
- 4) The students also demonstrated what they look at on the flash card. This is done until the flash card runs out.
- 5) Next, the researcher explained the use of those vocabulary in their daily activities.

- 6) Following that, the researcher divided the students into four groups to engage in a game in front of the class.
- 7) The researcher gave an instruction about the game. After that, each group comes forward in turn to play the game.
- 8) Person of each group demonstrated the vocabulary that he looks at the flash card above his members group.
- 9) Each member of group guessted the vocabulary that their friend group demonstrate. They have to pronounce the vocabulary and mention the meaning.
- 10) The group that was fastest in guessing all the vocabulary on the flash cards was the winner.
- 11) The researcher ends the class.

The Third Meeting

- 1) Following that, the researcher divided the students into four groups to engage in a game in front of the class.
- 2) The students were shown the word flash cards by the researcher. The vocabulary that taught at this meeting are (Comb, Peel, Step, Tidy, Whisper, Pump, Breathe, Knock, Touch, Blow, Bite, Drive, Hide, Hold, Shake)
- 3) The researcher raised the flash card while pronounce and demonstrate it.
- 4) The students also demonstrated what they look at on the flash card. This is done until the flash card runs out.
- 5) Next, the researcher explained the use of those vocabulary in their daily activities.

- 6) After that, the researcher then divided them up into four groups so they could play a game in front of the class.
- 7) The researcher gave an instruction about the game. After that, each group comes forward in turn to play the game.
- 8) Person of each group demonstrated the vocabulary that he looks at the flash card above his members group.
- 9) Each member of group guessted the vocabulary that their friend group demonstrate. They have to pronounce the vocabulary and mention the meaning.
- 10) The group that was fastest in guessing all the vocabulary on the flash cards to be the winner.
- 11) The researcher ends the class.

The Fourth Meeting

- 1) Following that, the researcher divided the students into four groups to engage in a game in front of the class.
- 2) The researcher showed the flash cards vocabulary to the students. The vocabulary that taught at this meeting are (Smell, Stick, Sweep, Tear, Think, Write, Fall, Bind, Feed, Hear, Pay, Read, Write, Brush, Pour)
- 3) The researcher raised the flash card while pronounce and demonstrate it.
- 4) The students also demonstrated what they look at on the flash card. This is done until the flash card runs out.
- 5) Next, the researcher explained the use of those vocabulary in their daily activities.

- 6) After that, the researcher then divided them up into four groups so they could play a game in front of the class.
- 7) The researcher gave an instruction about the game. After that, each group comes forward in turn to play the game.
- 8) Person of each group demonstrated the vocabulary that he looks at the flash card above his members group.
- 9) Each member of group guessted the vocabulary that their friend group demonstrate. They have to pronounce the vocabulary and mention the meaning.
- 10) The group that was fastest in guessing all the vocabulary on the flash cards was the winner.
- 11) The researcher ends the class.

3. Post-Test

The researchers gave the students a post-test to measure how much of the increasing students' vocabulary they had got. This post-test conducted in one meeting which consist of 29 numbers by using crossword puzzle word vocabulary test that the questions different with the pre-test.

G. Technique of Data Analysis

The data collected from previous tests was analyzed using quantitative methods, employing statistical calculations based on both the pre-test and post-test data. The following are steps that are used in this research using quantitative data analysis:

1. Evaluating the students' scores using a specific formula

$$\text{Score} = \frac{\text{Correct answer}}{\text{total number of item}} \times 100$$

2. Classifying the Students' Score based on the following classification:

Table 3.2 The Classification Students' Score²⁸

No	Classification	Score
1.	Very Good	86-100
2.	Good	71-85
3.	Fair	56-70
4.	Poor	41-55
5.	Very Poor	≤ 40

3. Analysis Inferential

Inferential statistics can also be referred to as probability statistics because the outcomes of the data in the sample are based on chance. This implies that the conclusions drawn from these results presented in percentage form. Various forms of inferential statistical analysis include regression analysis, hypothesis testing, comparative analysis, and others. In data analysis techniques, researchers employ regression analysis to demonstrate the relationship between variable X and variable Y.

²⁸ Peraturan Direktorat Jendral Pendidikan Dasar dan Menengah Tentang Dirjen Pendidikan Dasar dan Menengah, *Penelitian Perkembangan Anak Didik* (Jakarta: Depdiknas, 2015).

The following are the steps for regression analysis with a one-group pretest-posttest design:

- a) Open Microsoft Excel
- b) This design involves two measurements: pre-test and post-test. In this design, only one class or group is involved, meaning there is no control class. The following steps outline the t-test in Excel.
- c) Enter pre-test and post-test data in Excel.
- d) Click Analysis Data, then click T-Test Paired Two Samples for Means. This will display variables 1 and 2 on the screen.
- e) After that, enter the pre-test data in variable 1 by selecting the entire student scores. Then, input the post-test data in variable 2 by selecting the entire student scores.
- f) Click Labels and use the alpha testing criteria of 0.05, then click OK.
- g) After that, the total value appears (note that H_0 is rejected if the resulting alpha value is equal to or smaller than 0.05, and H_1 is accepted).

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

The researcher studied the application of the TPR method to improve students' vocabulary at MTs Pergis Ganra Soppeng in the first grade. Through classroom research, the researcher assessed whether there was an increase in students' vocabulary using this method. Each student underwent both a pre-test and a post-test, with data analysis conducted using Microsoft Excel.

1. Pre-Test

In this pre-test section, the researcher conducted in one meeting which consist of 29 numbers. Students were given 29 questions containing clues whose answers were written in the crossword puzzle. After given the student's pre-test, the researcher was able to measure the students' initial English vocabulary levels. The following is the classification of the students' pre-test scores, which serves as a benchmark for their vocabulary levels before the treatment.

Table 4.1 Students' Vocabulary Score and Classification in Pre-Test

No	Students Name	Vocabulary Indicators			
		Meaning & Spelling (Out of 100)	Pronunciation (Out of 100)	Grammar	Score
1	ANR	31	60		45,5
2	SN	31	60		45,5
3	RF	34	60		47
4	SNIF	17	40		28,5
5	NHIS	20	40		30
6	NI	31	40		35,5
7	QFA	24	40		32
8	AZE	24	40		32
9	MAH	20	40		30
10	IJA	27	40		33,5
11	IS	20	40		30
12	F	17	40		28,5
13	AKT	17	40		28,5
14	RA	13	40		26,5
15	PA	27	60		33,5
16	AN	31	60		45,5
17	MKS	27	40		33,5
18	MM	24	40		32
19	MS	17	60		38,5
20	SAF	24	40		32
21	NARI	27	60		43,5
22	QZ	31	40		35,5
23	NR	37	60		48,5
24	AAP	41	60		50,5
25	RR	41	40		40,5
26	NRI	37	60		48,5
27	MW	31	40		35,5
28	NF	34	60		47
29	MV	34	40		37
30	SN	34	60		47
31	TA	27	60		43,5
32	L	24	40		32
Total		874	1540		1197
Mean Score					37,41

(Source: The Students' score in Pre-Test)

Based on the previous table of student scores in the pre-test, none of the students reached the "very good" or "good" classifications. The total score for all 32 students was 1197 points, with a mean score of 37.41. These results indicate that the students' vocabulary was predominantly categorized as "lack" or "very poor."

After computing the students' scores on the pre-test, these scores were converted into percentages. The frequency percentages from the pre-test are presented in the following table:

Table 4.2 The Rate Percentage of the Frequency of the Pre-Test

No.	Classification	Score	Frequency of Pre-Test	Percentage of Pre-Test
1	Very Good	86 – 100	0	0%
2	Good	71 – 85	0	0%
3	Fair	56 – 70	0	0%
4	Poor	41 – 55	12	37%
5	Very Poor	≤ 40	20	63%
Total			32	100%

(Source: The rate percentage of the frequency of the pre-test)

According to the table, 12 students (37%) were classified as poor, while 20 students (63%) were classified as very poor. These results indicate that the students' vocabulary level remains low.

2. Post-Test

The researcher conducted a post-test after the implementation of TPR method on teaching vocabulary. The students' score of the post-test would be showed on the table as follows:

Table 4.3 Students' Vocabulary Score and Classification in Post-Test

No	Students Name	Vocabulary Indicators			
		Meaning & Spelling (Out of 100)	Pronunciation (Out of 100)	Grammar	Score
1	ANR	96	80		88
2	SN	93	80		86,5
3	RF	96	80		88
4	SNIF	89	60		74,5
5	NHIS	89	60		74,5
6	NI	89	60		74,5
7	QFA	79	80		79,5
8	AZE	82	80		81
9	MAH	82	60		71
10	IJA	82	60		71
11	IS	82	60		71
12	F	82	80		81
13	AKT	75	60		67,5
14	RA	82	60		71
15	PA	93	80		86,5
16	AN	96	80		88
17	MKS	82	60		71
18	MM	89	60		74,5
19	MS	93	80		86,5
20	SAF	89	60		74,5
21	NARI	96	80		88
22	QZ	75	60		67,5
23	NR	96	80		88
24	AAP	93	80		86,5
25	RR	82	60		71
26	NRI	93	60		76,5
27	MW	89	60		74,5
28	NF	96	80		88
29	MV	86	60		73
30	SN	96	80		88
31	TA	93	80		86,5
32	L	89	60		74,5
Total		2824	2220		2522
Mean Score		78,81			

(Source: The Students' score in Post-Test)

Based on the previous table, the total score for all 32 students was 2522 points. No students scored in the poor or very poor levels in the post-test. These results indicate that students' vocabulary improved after the researcher applied the TPR method. The mean score of the students was 78.81, indicating a good classification overall.

After calculating the student's scores on the post-test, these scores were classified into percentages. The frequency percentages in the post-test are displayed in the following table.

Table 4.4 The Rate Percentage of the Frequency of the Post-Test

No.	Classification	Score	Frequency of Pre-Test	Percentage of Pre-Test
1	Very Good	86 – 100	12	38%
2	Good	71 – 85	18	56%
3	Fair	56 – 70	2	6%
4	Poor	41 – 55	0	0%
5	Very Poor	≤ 40	0	0%
Total			32	100%

(Source: The rate percentage of the frequency of the post-test)

According to the table, there were 2 students or (6%) fair classification, there were 18 students or (56%) good classification and there were 12 students or (38%) students who achieved a very good level showed increasing vocabulary, according to the data.

3. Calculating the Data of Pre-Test and Post-Test

a. The result of the pre-test and post-test

Table 4.5 The scores comparison between the pre and post-test

No	Students's Name	The Students' Pronunciation Score	
		Pre-Test	Post-Test
1	ANR	45,5	88
2	SN	45,5	86,5
3	RF	47	88
4	SNIF	28,5	74,5
5	NHIS	30	74,5
6	NI	35,5	74,5
7	QFA	32	79,5
8	AZE	32	81
9	MAH	30	71
10	IJA	33,5	71
11	IS	30	71
12	F	28,5	81
13	AKT	28,5	67,5
14	RA	26,5	71
15	PA	33,5	86,5
16	AN	45,5	88
17	MKS	33,5	71
18	MM	32	74,5
19	MS	38,5	86,5
20	SAF	32	74,5
21	NARI	43,5	88
22	QZ	35,5	67,5
23	NR	48,5	88
24	AAP	50,5	86,5
25	RR	40,5	71
26	NRI	48,5	76,5
27	MW	35,5	74,5
28	NF	47	88
29	MV	37	73
30	SN	47	88
31	TA	43,5	86,5
32	L	32	74,5
Total		1197	2522
Mean Score		37,41	78,81

b. The rate percentage of the frequency of the pre-test and the post-test

Table 4.6. The Rate Percentage of the Frequency of the Pre-Test and the Post-Test

No	Classification	Score	Frequency		Percentage	
			Pre-test	Post-test	Pre-test	Post-test
1	Very good	86 – 100	0	12	0%	38%
2	Good	71 – 85	0	18	0%	56%
3	Fair	56 – 70	0	2	0%	6%
4	Poor	41 – 55	12	0	38%	0%
5	Very Poor	≤ 40	20	0	63%	0%
Total			32	32	100%	100%

(Source: The rate percentage of the frequency of the pre-test and post-test)

Based on the previous data, in the pre-test, 12 students scored "Poor" (38%) and 20 students scored "Very Poor" (63%). In contrast, in the post-test, 2 students achieved a "Fair" score (6%), 18 students achieved a "Good" score (56%) and 12 students achieved a "Very Good" score (38%). This shows a significant increase in students' vocabulary levels after implementing the TPR method. Based on the test comparison, students successfully reached the categories of "very good", "good" and "fair" in the post-test, categories that none of them achieved in the pre-test. Additionally, there was an increase in the number of students categorized as "very poor" and "poor" in the post-test.

c. T-test Result and Hypothesis Testing

Table 4.7 T-Test Result Column

t-Test: Paired Two Sample for Means		
	Pre-Test	Post Test
Mean	38,41	78,81
Variance	54,83	54,45
Observations	32	32
Pearson Correlation	0,72	
Hypothesized Mean Difference	0	
df	31	
t Stat	42,26	
P(T<=t) one-tail	0,000	
t Critical one-tail	1,70	
P(T<=t) two-tail	0,000	
t Critical two-tail	2,04	

(Source: The calculation of pre-test and post-test by Excel)

Based on the table previous, the mean score of the pre-test was 38.41 while post-test was 78.81. The difference of the mean of that was 40.4 points. From this data, it is evident that there was a significant increase after the students received treatment through the implementation of the TPR method.

Table 4.8 The Test of Significant

Variable	T-test	T-table value
Pre-Test – Post-Test	42.26	2.04

(Data 'source: the Test of Significance)

The t-test result was 46.50, which exceeded the critical t-table value of 1. 2.04. With 31 degrees of freedom ($df = 31$) and a significance level (p) of 0.05, this data indicates a significant increase in vocabulary through the implementation of the TPR method. Therefore, the Null Hypothesis (H_0) was rejected, and the Alternative Hypothesis (H_1) was accepted.

B. Discussions

The aim of this research was to determine whether implementing the Total Physical Response (TPR) method could increase students' vocabulary at the first grade of MTs Pergis Ganra Soppeng. To achieve this objective, the researcher used a vocabulary test as the research instrument, comprising a pre-test and a post-test. Between these tests, the researcher applied the TPR method during four classroom sessions, with one session each dedicated to the pre-test and post-test. Thus, the total number of sessions for this research was six. The population consisted of first-grade students at MTs Pergis Ganra, totaling 96 students across three classes. The sample selected for this research was from class VII 1, comprising 32 students.

In the pre-test section, the researcher conducted in one meeting which consist of 29 numbers. Students were given 29 questions containing clues whose answers were written in the crossword puzzle. After given the pre-test to the students, the researcher was giving a treatment to the students by implementing TPR method to increase students' vocabulary. The last section, the researcher conducted post-test which consist of 29 numbers. Students were given 29 questions containing clues whose answers were written in the crossword puzzle. The clues and ne answer of this post-test were different with the pre-test.

Physical activity has been shown to reduce students' anxiety levels. Lowering anxiety, in turn, reduces the affective filter, which can facilitate language

learning.²⁹ TPR is teaching method involve the physical activity, so that by implementing this method students' anxiety can be reduced. So that, they can receive the material very well.

TPR was one of learning teaching method that can help students to increase their vocabulary. In this method, students directly practice vocabulary through "Learning by Doing."³⁰ Learning by doing can made students easy to memorize the vocabulary and strenghten the students' memory because they can visualize the vocabulary in their heads.

The use of TPR effectively increase students' vocabulary when integrated with meaningful classroom interaction. Implementing this strategy while focusing on classroom interaction is highly recommended for other language elements. Students show great enthusiasm during the learning process with TPR. They find it enjoyable and feel happy while using this method. This indicates that TPR effectively helps students master vocabulary.³¹ Based on the theories explained on the previous chapter, it showed that the using of TPR method can increase the students' vocabulary.

Based on the previous study, it has been demonstrated that there was an increasement in students' vocabulary through the implementation of the TPR method

²⁹ Katharina Rustipa. *The Implementation of Total Physical Response To Encourage Student At Margosari*. 2024.

³⁰ Lukmanul Khakim and Choiril Anwar. *Improving Students' Vocabulary Mastery Through Total Physical Response Learning Method*. 2020.

³¹ Zaky Widyatmoko et al. *The Use of Total Physical Response (Tpr) in Teaching Vocabulary Mastery of the Fourth Grade Students of Sd Negeri 1 Ngabul Jepara in the Academic Year of 2021 / 2022*. 2023.

at first grade MTs Pergis Ganra. Because, after calculating and analyzing the data, it can be observed from the results of students' scores in the pre-test and post-test.

The results indicate that the mean score increased from the pre-test to the post-test. The pre-test had a mean score of 38.41, categorized as very poor, while the post-test had a mean score of 78.81, categorized as good. In the pre-test, 20 students (63%) scored very poor, and 12 students (38%) scored poor. In contrast, in the post-test, 2 students (6%) scored fair, 18 students (56%) scored good and 12 students (38%) scored very good. This data clearly shows a significant improvement in student performance following the implementation of the TPR method as a treatment.

The significance (2-tailed) is 0.000, which is less than 0.05. Since it is below the level of significance (0.05), the null hypothesis is rejected. This indicates that there is a significant difference between the pre-test and post-test means. Therefore, it can be concluded that students' vocabulary acquisition was significantly increased following the implementation of the TPR method.

To determine the hypothesis testing outcome between the null hypothesis (H_0) and the alternative hypothesis (H_a), the researcher compared the t-table value with the t-test value. If the t-test value exceeds the t-table value, the alternative hypothesis (H_a) is accepted, and consequently, the null hypothesis (H_0) is rejected.

In this research, the t-test value of 42.26 exceeded the t-table value of 2.04 ($42.26 > 2.04$) with 31 degrees of freedom (df). This indicates that the alternative

hypothesis (Ha) is accepted, and consequently, the null hypothesis (Ho) is rejected. Based on this data analysis, the use of the TPR method successfully increased students' vocabulary at the first grade of MTs Pergis Ganra.

The researcher did an analysis of the field notes, based on the students' participation in a class. Most of the students were interested in participating in the study using TPR. This is because by implementing TPR method they can look, listen, pronounce, and also demonstrate the vocabulary. Not only that, they should not only memorize the vocabulary but they also should perform them. All of the vocabulary taught followed by actions.

The researcher also divided them into four groups to played games. So that, this made students enthusiastic and the winning group was awarded a gift. This perspective suggests that students were motivated to strive to win each game, indicating that using TPR can make learning vocabulary in English more engaging for students. They also enjoyed collaborating with their friends in group activities. In this case, they are motivated to actively participate. By implemented the games, the researcher hopes students will always remember the vocabulary had been taught and the lessons can be fun.

There were several factors the researcher found from the field after implemented TPR method that made increasement to the students' vocabulary at the first grade MTs Pergis Ganra.

- 1) TPR involves multiple senses by integrating physical movement with language learning.³² This multi-modal approach enhances memory retention, thereby facilitating easier recall of vocabulary by students. In these multiple senses the students can listen the pronunciation of the vocabulary by researcher, students look the visual of the vocabulary that demonstrated by physical movement, students also pronounce the vocabulary when playing games, and the last but not least the students used their physical motor activity when they demonstrated the vocabulary.
- 2) TPR establishes a relaxed environment where children can be more receptive and motivated to learn the target language.³³ By actively participating in lessons through physical engagement, students remain engaged and motivated throughout the teaching and learning process. The students felt the stress-free environment because they learnt while playing. The class situation very fun so the did not feel stress in the class.
- 3) Larsen & Freeman stated, TPR is a method that creates a comfortable atmosphere for students, enabling them to enjoy learning.³⁴ The interactive nature of TPR made language learning enjoyable. Students saw TPR activities as games. Therefore, the implementation of the TPR method can make students enjoy and

³² Putri Amara Dzurotul Ilmi and Khoirul Anwar. *Students' Perception of Total Physical Response Method in Teaching English Vocabulary At Ban Nonsawan School*. Journal of Languages and Language Teaching. 2022.

³³ Ice Sariyati. *The Effectiveness of TPR (Total Physical Response) Method in English Vocabulary Mastery of Elementary School Children*. *PAROLE: Journal of Linguistics and Education* 3. 2013.

³⁴ Dzurotul Ilmi and Anwar. *Students' Perception of Total Physical Response Method in Teaching English Vocabulary At Ban Nonsawan School, Thailand*. 2014

feel enthusiastic about learning vocabulary, while also helping them memorize new vocabulary easily.

The data indicated that students actively participated in class, showed interest and enthusiasm during movements, and focused attentively on the material.

There were positive impacts felt after students conducted research using the Total Physical Response (TPR) Method to enhance students' vocabulary can be experienced by schools, teachers, and students:

- 1) Schools gets extraordinary impacts because the results of research can later increase the performance of the teacher. Usually school with good teacher performance will be good schools too.
- 2) The teachers can develop their potential and knowledge to increase the quality of the implementation of TPR method in the class.
- 3) The students increased interest in learning English due to enjoyable and interactive learning experiences, increased ability to remember and use new vocabulary effectively, and enhanced motivation and participation in learning.

After the treatments were carried out, most students became more active in the teaching and learning process in class. The use of media which is flashcards and combining with a game was new to for them, as a result, they became interested in learning English vocabulary, which helped build their enthusiasm for acquiring new vocabulary.

As a result, they easily memorized the vocabulary used with the object flash card. This is evidenced by the students' vocabulary post-test results after the treatment. The test compares students' vocabulary skills before and after treatment. The average score from the last post-test, 78.81, was significantly higher than the average score from the pre-test, which was 38.41. This showed that TPR with can increases students' vocabulary.

The significance (2-tailed) is 0.000, which is less than 0.05. As it falls below the level of significance (0.05), the null hypothesis is rejected. This indicates a significant difference between the mean scores of the pre-test and post-test. Therefore, it can be concluded that the students' vocabulary acquisition was significantly increased.

Based on the t-test result, where the t-test value of 42.26 exceeded the critical t-table value of 2.04, with 31 degrees of freedom (df) and a significance level (p)=0.05, it is evident that the implementation of the TPR method significantly increased vocabulary acquisition. Therefore, the Null Hypothesis (H₀) was rejected, and the Alternative Hypothesis (H₁) was accepted. This indicates a clear statistical significance in the increasement of vocabulary skills due to the TPR method.

Based on the data analysis, the researcher found that there was an increasement of students' vocabulary by the implementation of the TPR method at the first-grade students of MTs Pergis Ganra Soppeng.

CHAPTER V

CONCLUSION & SUGGESTION

A. Conclusion

Based on the findings and discussion in the previous chapter, the researchers concluded that the implementation of the TPR method can significantly increase students' vocabulary at the first-grade MTs Pergis Ganra Soppeng. The test results administered to students after the treatment supported this conclusion, showing a significant increase between the pre-test and post-test scores. The t-test analysis resulted in a value of 42.26, which exceeded the critical t-table value of 2.04. This difference indicates that the Null Hypothesis (H₀) was rejected, and the Alternative Hypothesis (H₁) was accepted, affirming that the TPR method effectively enhances vocabulary acquisition.

B. Suggestion

Based on the findings, the researcher suggested several strategies to increase students' mastery of vocabulary:

1. For the English Teacher

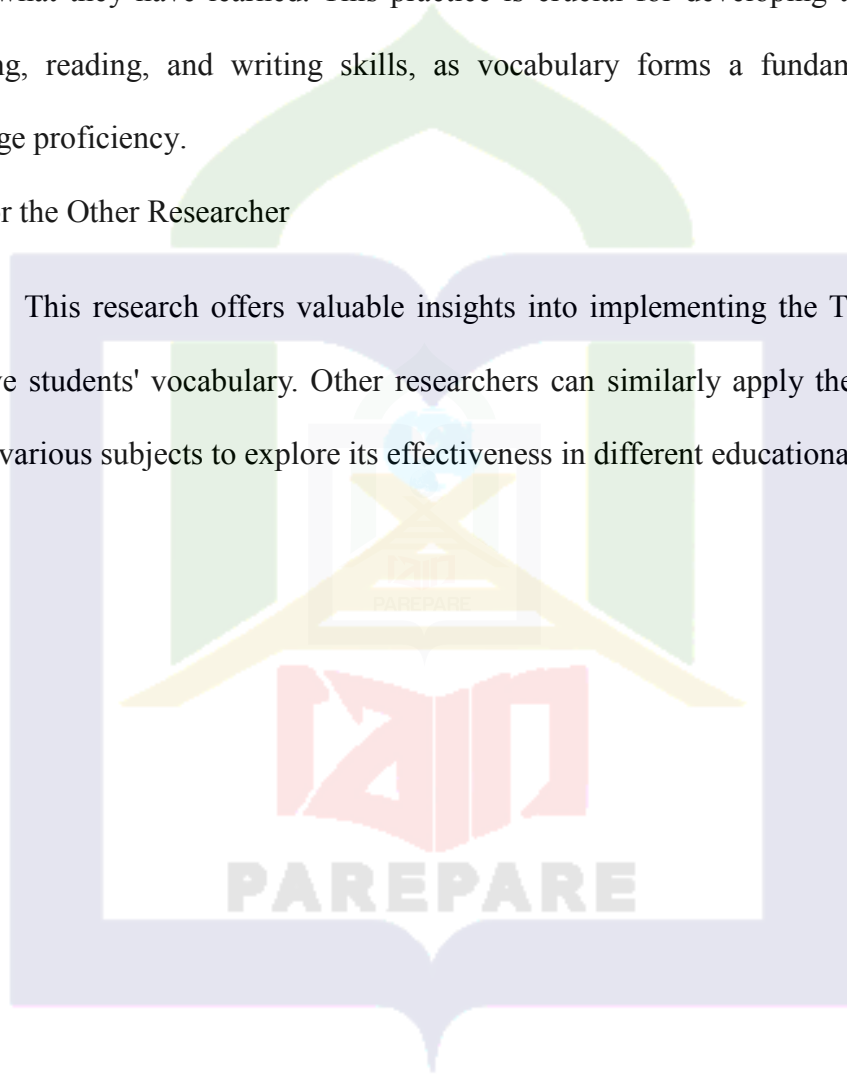
The researcher recommends that English teachers adopt creative approaches to teaching vocabulary. One effective method is implementing the TPR method, which engages students directly in the learning process through "Learning by Doing". This approach helps students enjoy lessons more and facilitates easier memorization of vocabulary.

2. For the Students

Students should regularly practice their vocabulary in daily life to ensure they retain what they have learned. This practice is crucial for developing their speaking, listening, reading, and writing skills, as vocabulary forms a fundamental part of language proficiency.

3. For the Other Researcher

This research offers valuable insights into implementing the TPR method to improve students' vocabulary. Other researchers can similarly apply the TPR method across various subjects to explore its effectiveness in different educational contexts.



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TENTANG

PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE

DEKAN FAKULTAS TARBIYAH

- Menimbang : a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa Tahun 2023;
- b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005 tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
5. Peraturan Menteri Pendidikan dan Kebudayaan Nomor 3 Tahun 2020 tentang Standar Nasional Pendidikan Tinggi
6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
7. Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;
8. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
9. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;
10. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.
11. Surat Keputusan Rektor IAIN Parepare Nomor 129 Tahun 2019 tentang pendirian Fakultas Tarbiyah
- Memperhatikan : a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Petikan Nomor: SP DIPA-025.04.2.307381/2023, tanggal 30 November 2022 tentang DIPA IAIN Parepare Tahun Anggaran 2023;
- b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 307 Tahun 2023, tanggal 08 Februari 2023 tentang Revisi Tim Pembimbing Skripsi Mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2023.
- MEMUTUSKAN
- Menetapkan : **KEPUTUSAN DEKAN FAKULTAS TARBIYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2023;**
- Kesatu : Menunjuk saudara; 1. Dr. Abd. Haris Sunubi, M.Pd.
2. Yessicka Noviasmy, M.Pd.
- Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :
- Nama : Anugrah Awaltha As
NIM : 2020203888203064
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Increasing Students' Vocabulary by Implementing TPR Method at MTs Pergis Ganra
- Kedua : Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
- Ketiga : Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;
- Keempat : Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare
Pada Tanggal : 30 November 2023



Dr. Zulfah, M.Pd.
NIP. 19830420 200801 2 010



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**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBİYAH**

Alamat : jL. Amal Bakti No. 8, Soreang, Kota Parepare 91132 ☎ (0421) 21307 📠 (0421) 24404
PO Box 909 Parepare 9110, website : www.iainpare.ac.id email: mail.iainpare.ac.id

Nomor : B-1810/In.39/FTAR.01/PP.00.9/05/2024
Sifat : Biasa
Lampiran : -
Hal : Permohonan Izin Pelaksanaan Penelitian

29 Mei 2024

Yth. BUPATI SOPPENG
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di
KAB. SOPPENG

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : ANUGRAH AWALTHA AS
Tempat/Tgl. Lahir : BILOKKA SIDRAP, 13 Mei 2002
NIM : 2020203888203064
Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris
Semester : VIII (Delapan)
Alamat : BILOKKA, KEC. PANCA LAUTANG, KAB. SIDENRENG RAPPANG

Bermaksud akan mengadakan penelitian di wilayah BUPATI SOPPENG dalam rangka penyusunan skripsi yang berjudul :

INCREASING STUDENTS' VOCABULARY BY IMPLEMENTING TOTAL PHYSICAL RESPONSE (TPR)
METHOD AT THE FIRST GRADE MTs PERGIS GANRA SOPPENG

Pelaksanaan penelitian ini direncanakan pada tanggal 29 Mei 2024 sampai dengan tanggal 15 Juli 2024.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Dekan,



Dr. Zulfah, S.Pd., M.Pd.
NIP 198304202008012010

Tembusan :

1. Rektor IAIN Parepare



SRN CO0005361

PEMERINTAH KABUPATEN SOPPENG
DINAS PENANAMAN MODAL, PELAYANAN TERPADU SATU PINTU,
TENAGA KERJA DAN TRANSMIGRASI
Jl. Salotungo No. 2 Tlp. 0484 - 23743 Watansoppeng 90812

IZIN PENELITIAN
Nomor : 180/IP/DPMP/TNT/VI/2024

DASAR 1. Surat Permohonan **ANUGRAH AWALTHA. AS** Tanggal **03-06-2024**
 2. Rekomendasi dari **BAPPELITBANGDA**
 Nomor **180/IP/REK-T.TEKNIS/BAP/VI/2024** Tanggal **10-06-2024**

MENGIZINKAN

KEPADA
 NAMA : **ANUGRAH AWALTHA. AS**
 UNIVERSITAS/ : **INSTITUT AGAMA ISLAM NEGERI PARE-PARE**
 LEMBAGA
 Jurusan : **TARBIYAH**
 ALAMAT : **BILOKKA, KEC. PANCA LAUTANG, KAB. SIDRAP**
 UNTUK : melaksanakan Penelitian :

JUDUL PENELITIAN : **INCREASING STUDENT'S VOCABULARY BY IMPLEMENTING TOTAL PHYSICAL RESPONSE (TPR) METHOD AT THE FIRST GRADE MTS PERGIS GANRA SOPPENG**

LOKASI PENELITIAN : **MTS PERGIS GANRA SOPPENG**

JENIS PENELITIAN : **KUANTITATIF**
 LAMA PENELITIAN : **29 Mei 2024 s.d 15 Juli 2024**
 Izin Penelitian berlaku selama penelitian berlangsung dan dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Ditetapkan di : Watansoppeng
 Pada Tanggal : **10 Juni 2024**
An. BUPATI SOPPENG
KEPALA DINAS



ANDI DHAMRAH, S.Sos, M.M
 Pangkat : **PEMBINA UTAMA MUDA**
 NIP : **19700815 199803 1 007**

Biaya : Rp. 0,00

Catatan :
 • UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1 'Informasi Elektronik dan/atau hasil cetakannya merupakan alat bukti hukum yang sah.'
 • Dokumen ini telah ditandatangani secara elektronik menggunakan Sertifikat Elektronik yang diterbitkan BSR-E
 • Surat ini dapat dibuktikan keasliannya dengan melakukan scan pada QR Code





YAYASAN PERGURUAN ISLAM GANRA SOPPENG
MTs. PERGURUAN ISLAM GANRA

NSM: 121273120023 NPSN: 69881758. STATUS AKREDITASI A

Alamat : Jl. Pendidikan No. 225 Ganra Kec. Ganra Kab. Soppeng email: mtspppergisganra@gmail.com

SURAT KETERANGAN PENELITIAN

Nomor: 115/MTs.PIG.GR/VI/2024

Yang bertanda tangan di bawah ini :

Nama : Kaharuddin, S.Pd., M.Pd.I
NIP : 19780412 200312 1 003
Pangkat, Golongan : Pembina, IV.a
Jabatan : Kepala MTs Perguruan Islam Ganra Soppeng

Menerangkan dengan sesungguhnya bahwa

Nama : Anugrah Awaltha As
NIM : 2020203888203064
Jurusan : Tarbiyah
Program Studi : Pendidikan Bahasa Inggris

Benar adalah mahasiswa yang telah melakukan penelitian di MTs. Perguruan Islam Ganra Soppeng mulai tanggal 29 Mei 2024 sampai 15 Juli 2024, dengan judul *INCREASING STUDENTS' VOCABULARY BY IMPLEMENTING TOTAL PHYSICAL RESPONSE (TPR) METHOD AT THE FIRST GRADE MTS PERGIS GANRA SOPPENG*

Demikian Surat Keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.



Soppeng, 15 Juli 2024

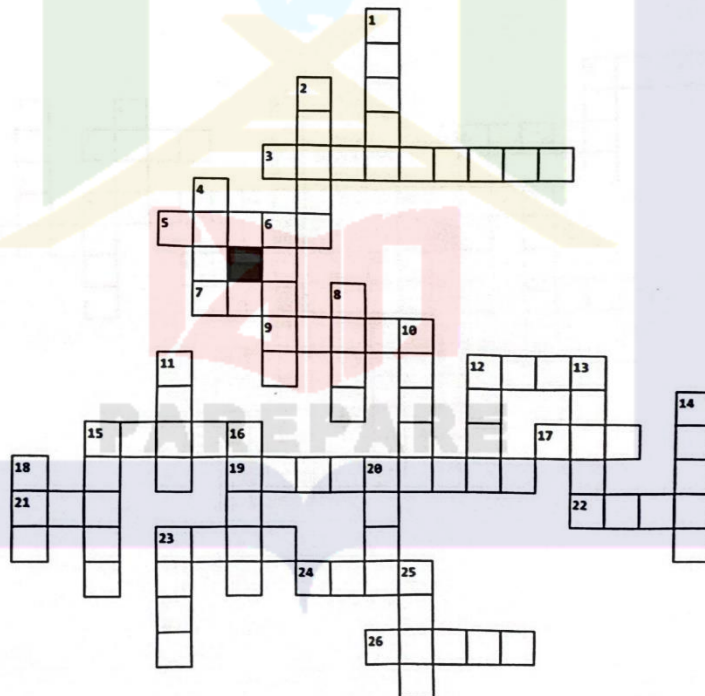
MTs. Kepala Madrasah,


Kaharuddin, S.Pd.I., M.Pd.I.
NIP. 19780412200312 1 003

	<p>KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI PAREPARE FAKULTAS TARBIYAH Jl. Amal Bakti No.8, Bukit Harapan, Kec. Sorong, Kota Parepare, Sulawesi Selatan 91131</p>
	<p>VALIDASI INSTRUMEN PENELITIAN PENULISAN SKRIPSI</p>

NAMA MAHASISWA : Anugrah Awaltha As
 NIM : 2020203888203064
 FAKULTAS : Tarbiyah
 PRODI : English Education Program
 JUDUL : Increasing Students' Vocabulary by
 Implementing Total Physical Response (TPR)
 Method at The First Grade MTs Pergis Ganra
 Soppeng

VOCABULARY PRE-TEST



	<p align="center">KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI PAREPARE FAKULTAS TARBIYAH</p>
	<p align="center">Jl. Amal Bakti No.8, Bukit Harapan, Kec. Soreang, Kota Parepare, Sulawesi Selatan 91131</p>
<p align="center">VALIDASI INSTRUMEN PENELITIAN PENULISAN SKRIPSI</p>	

Across

3. gerakan tangan antara dua orang yang diangkat secara bersamaan dengan menempelkan telapak tangan satu sama lain
5. bergerak secara ritmis mengikuti musik
7. memasukkan makanan kedalam mulut
9. bayi bergerak maju dengan telapak tangan dan lutut
12. sentuhan dengan bibir sebagai tanda kasih sayang
15. mengarahkan perhatian seseorang terhadap sesuatu dengan cara mengulurkan jari telunjuk
17. tindakan mendekap seseorang, biasanya untuk mengungkapkan kasih sayang
19. gerakan menempelkan telapak tangan antara dua orang sebagai salam atau menyelesaikan perjanjian
21. bergerak dengan kecepatan yang lebih cepat daripada berjalan
22. mengungkapkan atau bertukaran pikiran melalui kata-kata lisan
23. membuat makanan dengan menggunakan kompor
24. tindakan mendorong badan ke atas dengan menggunakan tungkai dan kaki
26. pergi atau naik gunung atau bukit

Down

1. mengeluarkan udara dari paru-paru dengan suara tajam yang tiba-tiba, biasanya ketika sakit tenggorokan
2. kegiatan untuk menciptakan suatu catatan atau informasi di kertas dengan pencil/pulpen menggunakan tangan
4. gerakkan tangan ke sana kemari sebagai salam/isyarat
6. gerakan menahan atau memegang sesuatu yang dilempar atau dijatuhkan
8. bergerak dengan kecepatan teratur dengan mengangkat dan menurunkan kaki secara bergantian
10. gerakan membuka mulut dengan suara apabila melihat sesuatu yang sangat lucu
11. menggerakkan sendok dalam (cairan atau bahan lain) agar tercampur rata
12. mendorong sesuatu dengan kaki, biasanya untuk mendorong bola
13. gerakan yang dilakukan dengan lutut ditebuk dan tumit menyentuh bokong, biasanya dilakukan ketika buang air besar
14. menggerakkan sesuatu ke atas dan ke bawah atau dari sisi ke sisi menggunakan tangan
15. menyerang dengan mengepalkan tangan, biasanya dilakukan oleh petinju
16. mendorong sesuatu yang akan melambung di udara dengan kekuatan tangan
18. keluarnya air mata, biasanya ketika kesakitan atau sedih
20. olahraga yang dilakukan di air atau kolam
23. memukulkan kedua telapak tangan berulang kali, biasanya ketika kagum melihat sesuatu
25. mengarahkan kekuatan pada (seseorang / sesuatu) sehingga menimbulkan gerakan ke arah diri sendiri

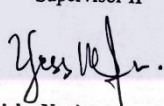
Parepare, 27 Mei 2024

Accepted by:

Supervisor I


Dr. Abd. Harris Sunubi, S.S, M. Pd.
 EIN. 197503082006041001

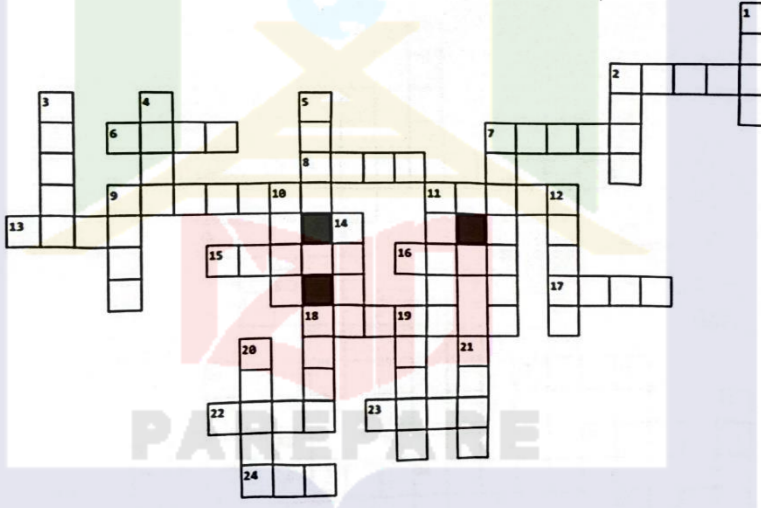
Supervisor II



Yessicka Noviasmy, M. Pd.
 EIN. 2029119004

	KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI PAREPARE FAKULTAS TARBIYAH
	Jl. Amal Bakti No.8, Bukit Harapan, Kcc. Sorcang, Kota Parepare, Sulawesi Selatan 91131
VALIDASI INSTRUMEN PENELITIAN PENULISAN SKRIPSI	

NAMA MAHASISWA : Anugrah Awaltha As
NIM : 2020203888203064
FAKULTAS : Tarbiyah
PRODI : English Education Program
JUDUL : Increasing Students' Vocabulary by
Implementing Total Physical Response (TPR)
Method at The First Grade MTs Pergis Ganra

VOCABULARY POST-TEST



	<p>KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI PAREPARE FAKULTAS TARBIYAH</p> <p>Jl. Amal Bakti No.8, Bukit Harapan, Kec. Sorong, Kota Parepare, Sulawesi Selatan 91131</p> <p>VALIDASI INSTRUMEN PENELITIAN PENULISAN SKRIPSI</p>
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- | Across | Down |
|---|--|
| <p>2. kemampuan merasakan aroma makanan, dll melalui hidung</p> <p>6. kegiatan yang lakukan dengan mencengkram sesuatu baik benda maupun tangan orang lain</p> <p>7. kegiatan untuk menciptakan suatu catatan atau informasi di kertas dengan pensil/pulpen menggunakan tangan</p> <p>8. saat melihat kamar berantakan apa yang harus kita lakukan agar enak dipandang</p> <p>9. mengambil udara ke paru-paru kemudian dikeluarkan melalui hidung</p> <p>11. menggunakan otak atau akal untuk mempertimbangkan atau memutuskan sesuatu</p> <p>13. gerakan misahkan kulit dengan buahnya sebelumn dimakan</p> <p>15. menggerakkan sesuatu ke atas dan ke bawah atau dari sisi ke sisi menggunakan tangan</p> <p>16. gerakan yang dilakukan ketika ban kempes</p> <p>17. gerakan yang dilakukan untuk merapikan rambut menggunakan sisir</p> <p>18. kegiatan yang dilakukan untuk membersihkan gigi dengan alat</p> <p>22. suatu tindakan memberikan makanan terutama kepada bayi, hewan atau seseorang</p> <p>23. kegiatan melihat tulisan dan proses memahami teks dengan bersuara atau hanya dalam hati</p> <p>24. Hal yang kamu harus lakukan setelah membeli sesuatu dengan cara memberikan uang</p> | <p>1. kejadian dimana kamu berpindah tempat dari tempat tinggi ke rendah dengan rasa sakit</p> <p>2. suatu tindakan atau gerakan meletakkan satu kaki di depan kaki lainnya secara bergantian</p> <p>3. kegiatan yang dilakukan supir untuk mengendalikan mobil</p> <p>4. aksi yang dilakukan untuk memindahkan teh dari teko ke cangkir</p> <p>5. gerakan memotong makanan menggunakan gigi</p> <p>7. berbicara dengan sangat pelan dengan mendekatkan mulut ke telinga seseorang, biasanya membicarakan sesuatu yang rahasia</p> <p>9. cara untuk mematinlilin ulang tahun menggunakan udara yang keluar melalui mulut</p> <p>10. hal yang tidak bisa dilakukan oleh orang tuli</p> <p>11. menempelkan jari atau tangan dengan sesuatu</p> <p>12. memukul pintu ketika ingin masuk ke rumah seseorang</p> <p>14. menarik kertas atau sesuatu sehingga terpisah-pisah</p> <p>18. mengencangkan sesuatu dengan tali agar tidak lepas atau jatuh</p> <p>19. Kegiatan yang dilakukan saat lantai berdebu dan banyak sampah agar bersih</p> <p>20. yang dilakukan manusia saat malam hari untuk beristirahat di kasur dengan menutup mata</p> <p>21. kegiatan yang lakukan saat bermain petak umpet agar tidak terlihat</p> |

Parepare, 27 Mei 2024

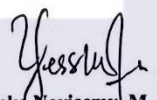
Accepted by:

Supervisor I



Dr. Abd. Haris Sunubi, S.S., M. Pd.
EIN. 197503082006041001

Supervisor II



Yessica Noviasmy, M. Pd.
EIN. 2029119004

Pronunciation Assessment Rubric

Aspect	Score	Explanation
Pronunciation	5	Mudah dipahami dan memiliki aksen penutur asli
	4	Mudah dipahami meskipun dengan aksen tertentu
	3	Ada masalah pengucapan yang membuat pendengar harus konsentrasi penuh dan kadang-kadang ada kesalahpahaman
	2	Sulit dipahami karena ada masalah pengucapan, sering diminta mengulang
	1	Masalah pengucapan serius sehingga tidak bisa dipahami

Pre-Test Pronunciation Result

No	Students's Name	The Students' Pre-Test Pronunciation Result	
		Score (1-5)	Conversion Score (Out of 100)
1	ANR	3	60
2	SN	3	60
3	RF	3	60
4	SNIF	2	40
5	NHIS	2	40
6	NI	2	40
7	QFA	2	40
8	AZE	2	40
9	MAH	2	40
10	IJA	2	40
11	IS	2	40
12	F	2	40
13	AKT	2	40
14	RA	2	40
15	PA	3	60
16	AN	3	60
17	MKS	2	40
18	MM	2	40
19	MS	3	60
20	SAF	2	40
21	NARI	3	60
22	QZ	2	40
23	NR	3	60
24	AAP	3	60
25	RR	2	40
26	NRI	3	60
27	MW	2	40
28	NF	3	60
29	MV	2	40
30	SN	3	60
31	TA	3	60
32	L	2	40

Post-Test Pronunciation Result

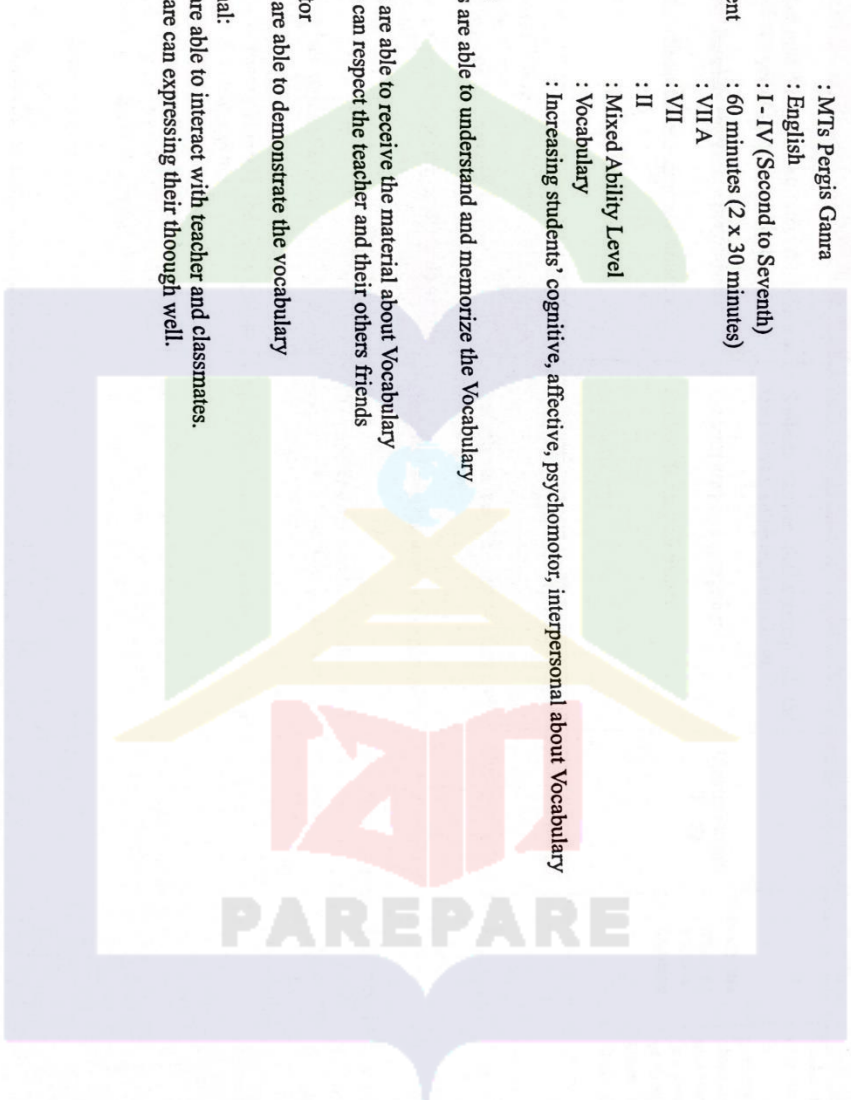
No	Students's Name	The Students' Post-Test Pronunciation Result	
		Score (1-5)	Conversion Score (Out of 100)
1	ANR	4	80
2	SN	4	80
3	RF	4	80
4	SNIF	3	60
5	NHIS	3	60
6	NI	3	60
7	QFA	4	80
8	AZE	4	80
9	MAH	3	60
10	IJA	3	60
11	IS	3	60
12	F	4	80
13	AKT	3	60
14	RA	3	60
15	PA	4	80
16	AN	4	80
17	MKS	3	60
18	MM	3	60
19	MS	4	80
20	SAF	3	60
21	NARI	4	80
22	QZ	3	60
23	NR	4	80
24	AAP	4	80
25	RR	3	60
26	NRI	3	60
27	MW	3	60
28	NF	4	80
29	MV	3	60
30	SN	4	80
31	TA	4	80
32	L	3	60

The Score Comparison Between Pre-test and Post test Pronunciation Result

No	Students's Name	The Students' Pronunciation Score	
		Pre-Test	Post-Test
1	ANR	45,5	88
2	SN	45,5	86,5
3	RF	47	88
4	SNIF	28,5	74,5
5	NHIS	30	74,5
6	NI	35,5	74,5
7	QFA	32	79,5
8	AZE	32	81
9	MAH	30	71
10	IJA	33,5	71
11	IS	30	71
12	F	28,5	81
13	AKT	28,5	67,5
14	RA	26,5	71
15	PA	33,5	86,5
16	AN	45,5	88
17	MKS	33,5	71
18	MM	32	74,5
19	MS	38,5	86,5
20	SAF	32	74,5
21	NARI	43,5	88
22	QZ	35,5	67,5
23	NR	48,5	88
24	AAP	50,5	86,5
25	RR	40,5	71
26	NRI	48,5	76,5
27	MW	35,5	74,5
28	NF	47	88
29	MV	37	73
30	SN	47	88
31	TA	43,5	86,5
32	L	32	74,5
Total		1197	2522
Mean Score		37,41	78,81

LESSON PLAN

1. School : MTs Pergis Gamra
2. Subject : English
3. Meeting : I - IV (Second to Seventh)
4. Time Allotment : 60 minutes (2 x 30 minutes)
5. Room : VII A
6. Class : VII
7. Semester : II
8. Level : Mixed Ability Level
9. Topic : Vocabulary
10. Goal : Increasing students' cognitive, affective, psychomotor, interpersonal about Vocabulary
11. Objectives
 - a) Cognitive
 - Students are able to understand and memorize the Vocabulary
 - b) Affective
 - Students are able to receive the material about Vocabulary
 - Students can respect the teacher and their others friends
 - c) Psychomotor
 - Students are able to demonstrate the vocabulary
 - d) Interpersonal:
 - Students are able to interact with teacher and classmates.
 - Students are can expressing their thooough well.



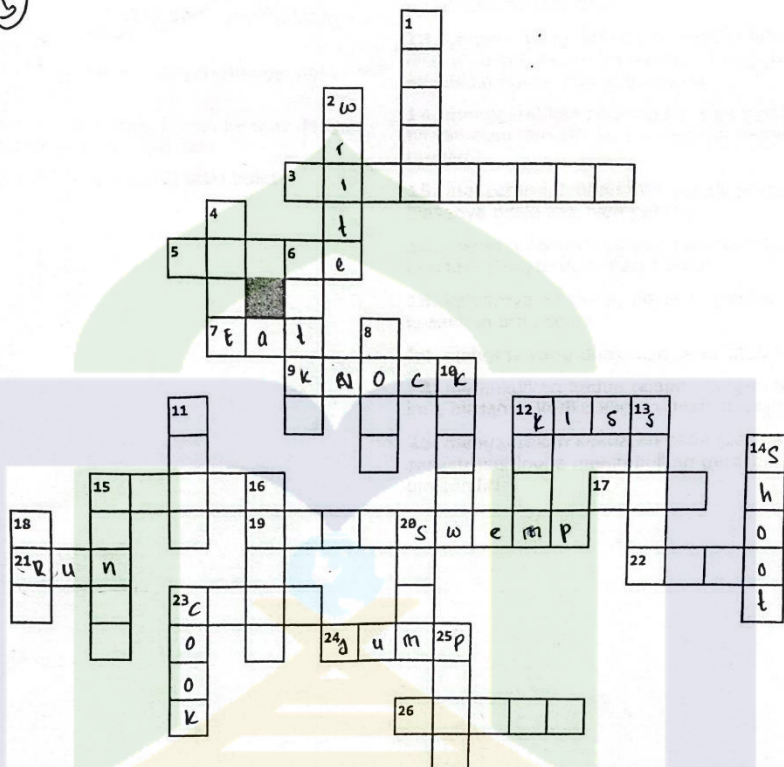
12 Steps/ Phases	13 Estimated time	14 Teacher role/ activity	15 Student role/activity	16 Patterns of Interaction	17 Success Indicators	18 Purpose
Beginning the Class	10 Minutes	<ul style="list-style-type: none"> Teacher into the classroom, greet the students, and ask the condition of the students. Teacher beseechs students to pray together. Teacher checks the attendance of students. 	<ul style="list-style-type: none"> Students answer the greeting of the teacher and telling their condition. Students are praying together Students listen their names. 	Classic Pattern (T-S)	Focus and ready to receive learning	Students are able to follow the learning process with pleasure, interested, and focused well without intervention from others.
Running the Class	45 Minutes	<ul style="list-style-type: none"> Teacher introduces the material by asking students about several questions that are relating with the material. Teacher explains to the students about the material The teacher shows the flash cards vocabulary to the students. Teacher divides students into four groups each group to play a game. The teacher asks the students to write the vocabulary in a whiteboard what they have learnt and write those also in their book. Teacher closed the class. 	<ul style="list-style-type: none"> Students answer the questions that the teacher gives Students listen the teacher's explanation carefully. The students demonstrate what they look at on the flash card. This is done until the flash card runs out. Students move to their chair and make a group. The students write the vocabulary in a whiteboard what they have learnt and write those also in their book. 	Multiple Pattern (T-S) Teacher explains the material to the whole class as well, students answer the questions, and demonstrate the vocabulary. (S-S) Students discuss with their group	Understand and memorize the vocabulary	<ul style="list-style-type: none"> Students are able to understand the definition of vocabulary Students are able to demonstrate the vocabulary Students can understand the vocabulary enjoyable
Concluding	5 Minutes	<ul style="list-style-type: none"> Teacher recap and summarize the material. 	<ul style="list-style-type: none"> Students summarize the material with teacher 	Classic Pattern (T-S)	Understand & concluding the	Students are able to make a conclusion about the

the Class	<ul style="list-style-type: none"> Teacher asks students to pray together. Teacher close the class by saying "good by" and "salam" to the students 	<ul style="list-style-type: none"> Students are praying together. Students answer "salam" from the teacher. 	Teacher speaks to the whole class as well and students answer the questions.	learning process	material that they have learned about vocabulary
19	Learning Material	<ul style="list-style-type: none"> Learning Vocabulary through TPR Method 			
20	Approach/Method/Technique/Procedure	<ul style="list-style-type: none"> Approach : Game Method : TPR Method Technique : Active Learning Procedure : Classic & Multiple Pattern 			
21	Media	White Board and Flash Card			
22	Sources	English in Focus for seventh grade Junior High School.			

Parepare, 02 Maret 2024
Anugrah Awaltha As

Pre- Vocabulary Test

5



Across

Down

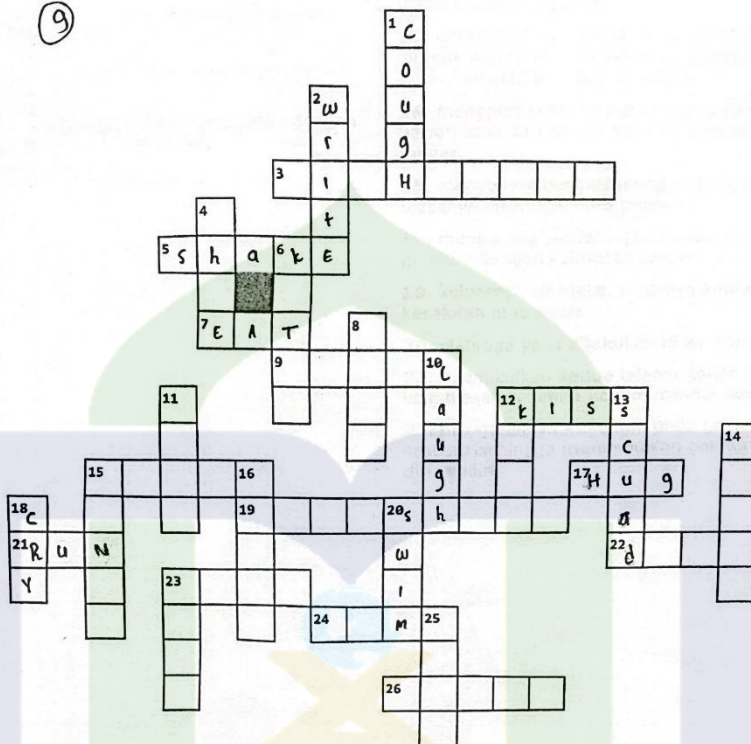
- 3. gerakan tangan antara dua orang yang diangkat secara bersamaan dengan menempelkan telapak tangan satu sama lain
- 5. bergerak secara ritmis mengikuti musik
- 7. memasukkan makanan kedalam mulut
- 9. bayi bergerak maju dengan telapak tangan dan lutut
- 12. sentuhan dengan bibir sebagai tanda kasih sayang
- 15. mengarahkan perhatian seseorang terhadap sesuatu dengan cara mengulurkan jari telunjuk
- 17. tindakan mendekati seseorang, biasanya untuk mengungkapkan kasih sayang
- 19. gerakan menempelkan telapak tangan antara dua orang sebagai salam atau

- 1. mengeluarkan udara dari paru-paru dengan suara tajam yang tiba-tiba, biasanya ketika sakit tenggorokan
- 2. kegiatan untuk menciptakan suatu catatan atau informasi di kertas dengan pencil/pulpen menggunakan tangan
- 4. gerakan tangan ke sana kemari sebagai salam/isyarat
- 6. gerakan menahan atau memegang sesuatu yang dilempar atau dijatuhkan
- 8. bergerak dengan kecepatan teratur dengan mengangkat dan menurunkan kaki secara bergantian
- 10. gerakan membuka mulut dengan suara apabila melihat sesuatu yang sangat lucu

<https://crosswordlabs.com/view/pre-vocabulary-test>

Pre- Vocabulary Test

9



Across

- 3.** gerakan tangan antara dua orang yang diangkat secara bersamaan dengan menempelkan telapak tangan satu sama lain
- 5.** bergerak secara ritmis mengikuti musik
- 7.** memasukkan makanan kedalam mulut
- 9.** bayi bergerak maju dengan telapak tangan dan lutut
- 12.** sentuhan dengan bibir sebagai tanda kasih sayang
- 15.** mengarahkan perhatian seseorang terhadap sesuatu dengan cara mengulurkan jari telunjuk
- 17.** tindakan mendekap seseorang, biasanya untuk mengungkapkan kasih sayang
- 19.** gerakan menempelkan telapak tangan antara dua orang sebagai salam atau

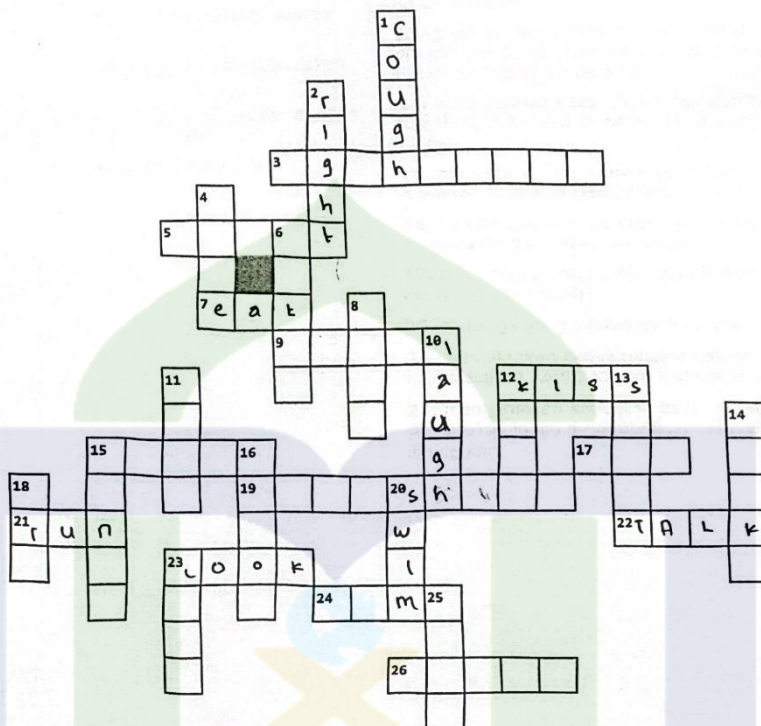
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- 1.** mengeluarkan udara dari paru-paru dengan suara tajam yang tiba-tiba, biasanya ketika sakit tenggorokan
- 2.** kegiatan untuk menciptakan suatu catatan atau informasi di kertas dengan pencil/pulpen menggunakan tangan
- 4.** gerakan tangan ke sana kemari sebagai salam/isyarat
- 6.** gerakan menahan atau memegang sesuatu yang dilempar atau dijatuhkan
- 8.** bergerak dengan kecepatan teratur dengan mengangkat dan menurunkan kaki secara bergantian
- 10.** gerakan membuka mulut dengan suara apabila melihat sesuatu yang sangat lucu

<https://crosswordlabs.com/view/pre-vocabulary-test>

1/2

Pre- Vocabulary Test



Across

3. gerakan tangan antara dua orang yang diangkat secara bersamaan dengan menempelkan telapak tangan satu sama lain
5. bergerak secara ritmis mengikuti musik
7. memasukkan makanan kedalam mulut
9. bayi bergerak maju dengan telapak tangan dan lutut
12. sentuhan dengan bibir sebagai tanda kasih sayang
15. mengarahkan perhatian seseorang terhadap sesuatu dengan cara mengulurkan jari telunjuk
17. tindakan mendekati seseorang, biasanya untuk mengungkapkan kasih sayang
19. gerakan menempelkan telapak tangan antara dua orang sebagai salam atau

Down

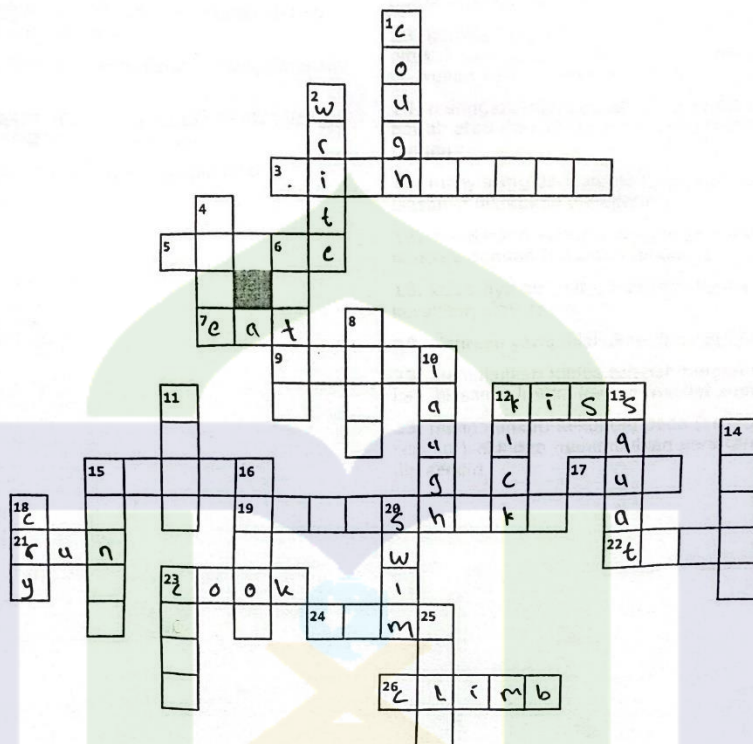
1. mengeluarkan udara dari paru-paru dengan suara tajam yang tiba-tiba, biasanya ketika sakit tenggorokan
2. kegiatan untuk menciptakan suatu catatan atau informasi di kertas dengan pencil/pulpen menggunakan tangan
4. gerakkan tangan ke sana kemari sebagai salam/isyarat
6. gerakan menahan atau memegang sesuatu yang dilempar atau dijatuhkan
8. bergerak dengan kecepatan teratur dengan mengangkat dan menurunkan kaki secara bergantian
10. gerakan membuka mulut dengan suara apabila melihat sesuatu yang sangat lucu

<https://crosswordlabs.com/view/pre-vocabulary-test>

1/2

AAQ

Pre- Vocabulary Test



Across

3. gerakan tangan antara dua orang yang diangkat secara bersamaan dengan menempelkan telapak tangan satu sama lain
5. bergerak secara ritmis mengikuti musik
7. memasukkan makanan kedalam mulut
9. bayi bergerak maju dengan telapak tangan dan lutut
12. sentuhan dengan bibir sebagai tanda kasih sayang
15. mengarahkan perhatian seseorang terhadap sesuatu dengan cara mengulurkan jari telunjuk
17. tindakan mendekati seseorang, biasanya untuk mengungkapkan kasih sayang
19. gerakan menempelkan telapak tangan antara dua orang sebagai salam atau

Down

1. mengeluarkan udara dari paru-paru dengan suara tajam yang tiba-tiba, biasanya ketika sakit tenggorokan
2. kegiatan untuk menciptakan suatu catatan atau informasi di kertas dengan pencil/pulpen menggunakan tangan
4. gerakkan tangan ke sana kemari sebagai salam/isyarat
6. gerakan menahan atau memegang sesuatu yang dilempar atau dijatuhkan
8. bergerak dengan kecepatan teratur dengan mengangkat dan menurunkan kaki secara bergantian
10. gerakan membuka mulut dengan suara apabila melihat sesuatu yang sangat lucu

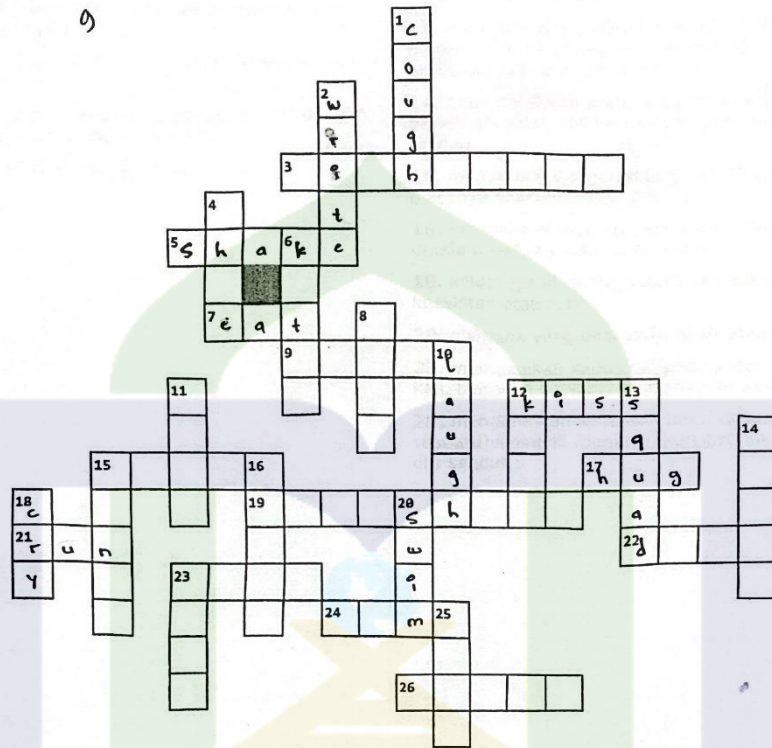
<https://crosswordlabs.com/view/pre-vocabulary-test>

1/2

SM

Pre- Vocabulary Test

9



Across

Down

- | | |
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| <p>3. gerakan tangan antara dua orang yang diangkat secara bersamaan dengan menempelkan telapak tangan satu sama lain</p> <p>5. bergerak secara ritmis mengikuti musik</p> <p>7. memasukkan makanan kedalam mulut</p> <p>9. bayi bergerak maju dengan telapak tangan dan lutut</p> <p>12. sentuhan dengan bibir sebagai tanda kasih sayang</p> <p>15. mengarahkan perhatian seseorang terhadap sesuatu dengan cara mengulurkan jari telunjuk</p> <p>17. tindakan mendekap seseorang, biasanya untuk mengungkapkan kasih sayang</p> <p>19. gerakan menempelkan telapak tangan antara dua orang sebagai salam atau</p> | <p>1. mengeluarkan udara dari paru-paru dengan suara tajam yang tiba-tiba, biasanya ketika sakit tenggorokan</p> <p>2. kegiatan untuk menciptakan suatu catatan atau informasi di kertas dengan pencil/pulpen menggunakan tangan</p> <p>4. gerakan tangan ke sana kemari sebagai salam/isyarat</p> <p>6. gerakan menahan atau memegang sesuatu yang dilempar atau dijatuhkan</p> <p>8. bergerak dengan kecepatan teratur dengan mengangkat dan menurunkan kaki secara bergantian</p> <p>10. gerakan membuka mulut dengan suara apabila melihat sesuatu yang sangat lucu</p> |
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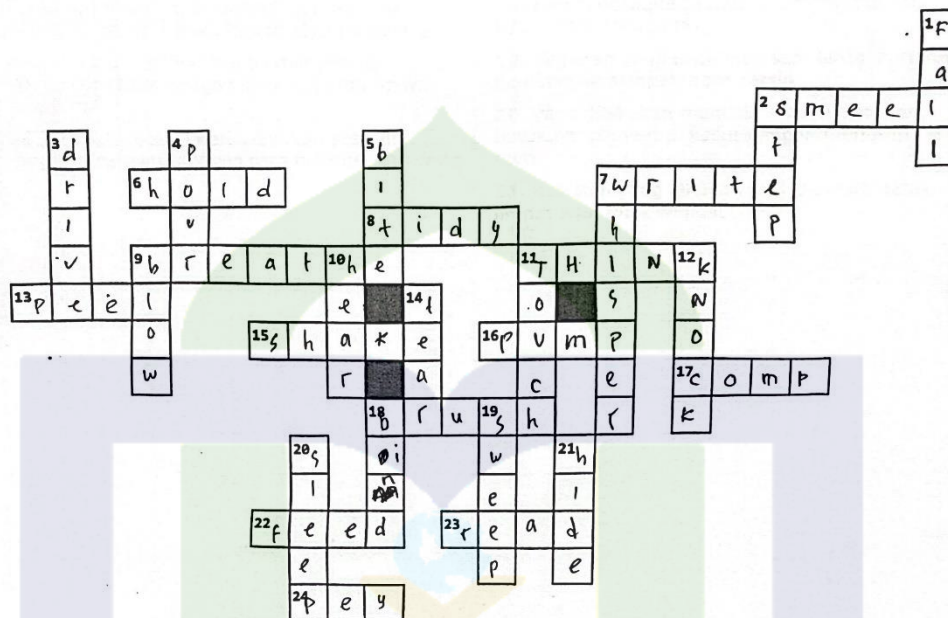
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1/2

ZNIF

26

Post-Vocabulary Test



Across

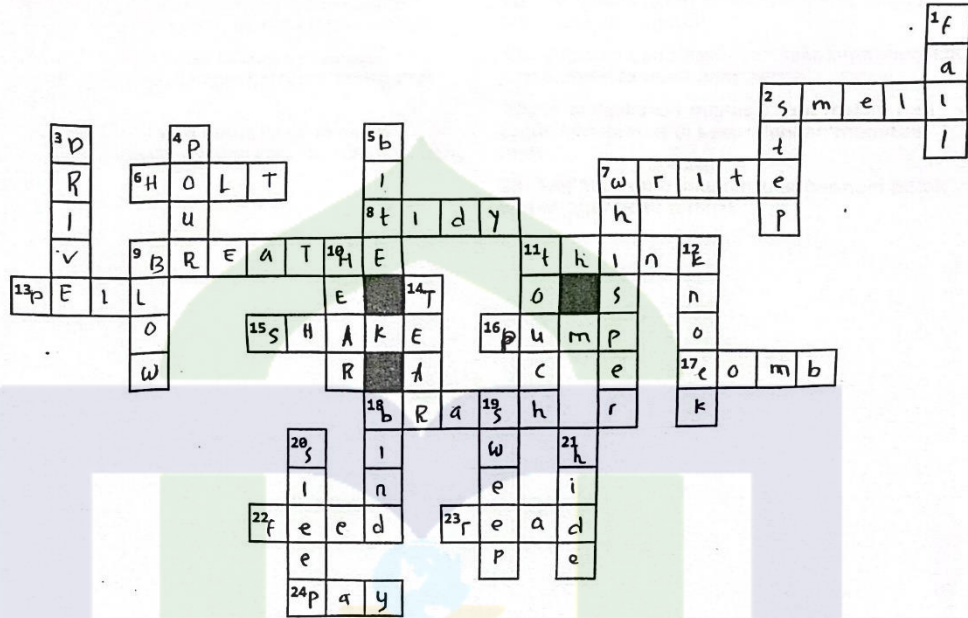
- 2. kemampuan merasakan aroma makanan, dll melalui hidung
- 6. kegiatan yang lakukan dengan mencengkram sesuatu baik benda maupun tangan orang lain
- 7. kegiatan untuk menciptakan suatu catatan atau informasi di kertas dengan pensil/pulpen menggunakan tangan
- 8. saat melihat kamar berantakan apa yang harus kita lakukan agar enak dipandang
- 9. mengambil udara ke paru-paru kemudian dikeluarkan melalui hidung
- 11. menggunakan otak atau akal untuk mempertimbangkan atau memutuskan sesuatu
- 13. gerakan misahkan kulit dengan buahnya sebelum dimakan
- 15. menggerakkan sesuatu ke atas dan ke bawah atau dari sisi ke sisi menggunakan tangan
- 16. gerakan yang dilakukan ketika ban kempes
- 17. gerakan yang dilakukan untuk merapikan rambut menggunakan sisir

Down

- 1. kejadian dimana kamu berpindah tempat dari tempat tinggi ke rendah dengan rasa sakit
- 2. suatu tindakan atau gerakan meletakkan satu kaki di depan kaki lainnya secara bergantian
- 3. kegiatan yang dilakukan supir untuk mengendalikan mobil
- 4. aksi yang dilakukan untuk memindahkan teh dari teko ke cangkir
- 5. gerakan memotong makanan menggunakan gigi
- 7. berbicara dengan sangat pelan dengan mendekatkan mulut ke telinga seseorang, biasanya membicarakan sesuatu yang rahasia
- 9. cara untuk mematikn lilin ulang tahun menggunakan udara yang keluar melalui mulut
- 10. hal yang tidak bisa dilakukan oleh orang tuli
- 11. menempelkan jari atau tangan dengan sesuatu
- 12. memukul pintu ketika ingin masuk ke rumah seseorang

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Post-Vocabulary Test



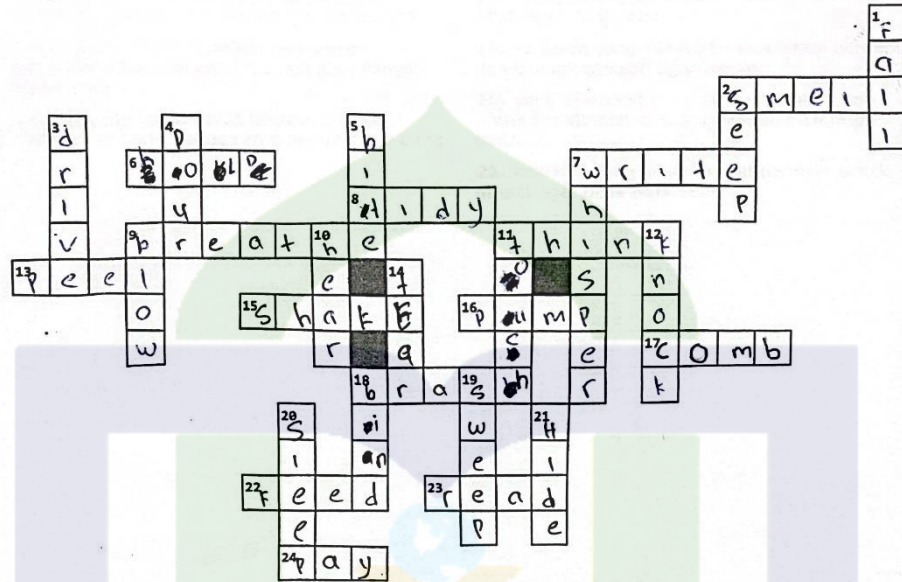
Across

Down

- | | |
|--|---|
| <p>2. kemampuan merasakan aroma makanan, dll melalui hidung</p> <p>6. kegiatan yang lakukan dengan mencengkram sesuatu baik benda maupun tangan orang lain</p> <p>7. kegiatan untuk menciptakan suatu catatan atau informasi di kertas dengan pensil/pulpen menggunakan tangan</p> <p>8. saat melihat kamar berantakan apa yang harus kita lakukan agar enak dipandang</p> <p>9. mengambil udara ke paru-paru kemudian dikeluarkan melalui hidung</p> <p>11. menggunakan otak atau akal untuk mempertimbangkan atau memutuskan sesuatu</p> <p>13. gerakan misahkan kulit dengan buahnya sebelumn dimakan</p> <p>15. menggerakkan sesuatu ke atas dan ke bawah atau dari sisi ke sisi menggunakan tangan</p> <p>16. gerakan yang dilakukan ketika ban kempes</p> <p>17. gerakan yang dilakukan untuk merapikan rambut menggunakan sisir</p> | <p>1. kejadian dimana kamu berpindah tempat dari tempat tinggi ke rendah dengan rasa sakit</p> <p>2. suatu tindakan atau gerakan meletakkan satu kaki di depan kaki lainnya secara bergantian</p> <p>3. kegiatan yang dilakukan supir untuk mengendalikan mobil</p> <p>4. aksi yang dilakukan untuk memindahkan teh dari teko ke cangkir</p> <p>5. gerakan memotong makanan menggunakan gigi</p> <p>7. berbicara dengan sangat pelan dengan mendekatkan mulut ke telinga seseorang, biasanya membicarakan sesuatu yang rahasia</p> <p>9. cara untuk mematign lilin ulang tahun menggunakan udara yang keluar melalui mulut</p> <p>10. hal yang tidak bisa dilakukan oleh orang tuji</p> <p>11. menempelkan jari atau tangan dengan sesuatu</p> <p>12. memukul pintu ketika ingin masuk ke rumah seseorang</p> |
|--|---|

Post-Vocabulary Test

AAD



Across

- 2. kemampuan merasakan aroma makanan, dll melalui hidung
- 6. kegiatan yang lakukan dengan mencengkrum sesuatu baik benda maupun tangan orang lain
- 7. kegiatan untuk menciptakan suatu catatan atau informasi di kertas dengan pensil/pulpen menggunakan tangan
- 8. saat melihat kamar berantakan apa yang harus kita lakukan agar enak dipandang
- 9. mengambil udara ke paru-paru kemudian dikeluarkan melalui hidung
- 11. menggunakan otak atau akal untuk mempertimbangkan atau memutuskan sesuatu
- 13. gerakan misahkan kulit dengan buahnya sebelum dimakan
- 15. menggerakkan sesuatu ke atas dan ke bawah atau dari sisi ke sisi menggunakan tangan
- 16. gerakan yang dilakukan ketika ban kempes
- 17. gerakan yang dilakukan untuk merapikan rambut menggunakan sisir

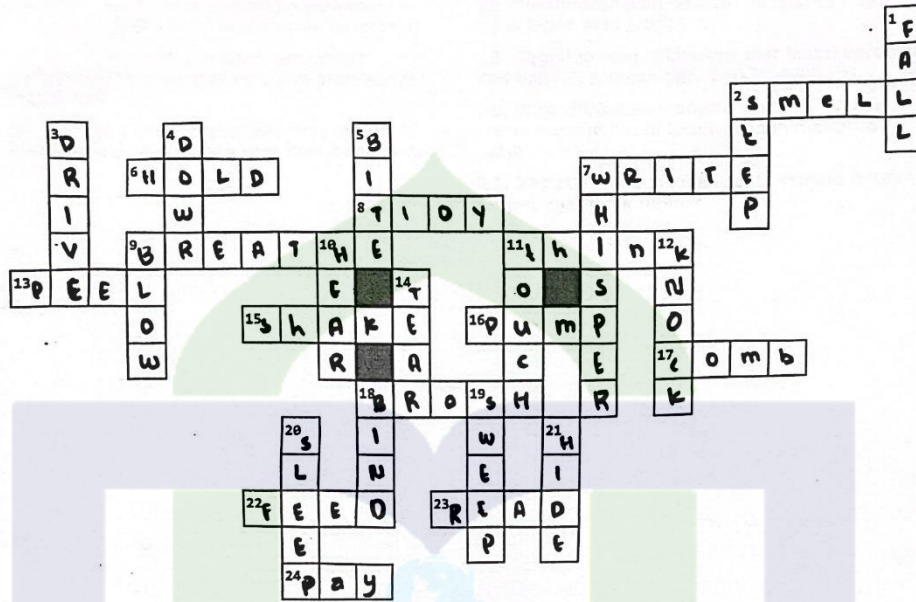
Down

- 1. kejadian dimana kamu berpindah tempat dari tempat tinggi ke rendah dengan rasa sakit
- 2. suatu tindakan atau gerakan meletakkan satu kaki di depan kaki lainnya secara bergantian
- 3. kegiatan yang dilakukan supir untuk mengendalikan mobil
- 4. aksi yang dilakukan untuk memindahkan teh dari teko ke cangkir
- 5. gerakan memotong makanan menggunakan gigi
- 7. berbicara dengan sangat pelan dengan mendekatkan mulut ke telinga seseorang, biasanya membicarakan sesuatu yang rahasia
- 9. cara untuk mematikan lilin ulang tahun menggunakan udara yang keluar melalui mulut
- 10. hal yang tidak bisa dilakukan oleh orang tuli
- 11. menempelkan jari atau tangan dengan sesuatu
- 12. memukul pintu ketika ingin masuk ke rumah seseorang

<https://crosswordlabs.com/view/post-vocabulary-test>

P.A

Post-Vocabulary Test




Across

- 2. kemampuan merasakan aroma makanan, dll melalui hidung
- 6. kegiatan yang lakukan dengan mencengkram sesuatu baik benda maupun tangan orang lain
- 7. kegiatan untuk menciptakan suatu catatan atau informasi di kertas dengan pensil/pulpen menggunakan tangan
- 8. saat melihat kamar berantakan apa yang harus kita lakukan agar enak dipandang
- 9. mengambil udara ke paru-paru kemudian dikeluarkan melalui hidung
- 11. menggunakan otak atau akal untuk mempertimbangkan atau memutuskan sesuatu
- 13. gerakan misahkan kulit dengan buahnya sebelumn dimakan
- 15. menggerakkan sesuatu ke atas dan ke bawah atau dari sisi ke sisi menggunakan tangan
- 16. gerakan yang dilakukan ketika ban kempes
- 17. gerakan yang dilakukan untuk merapikan rambut menggunakan sisir

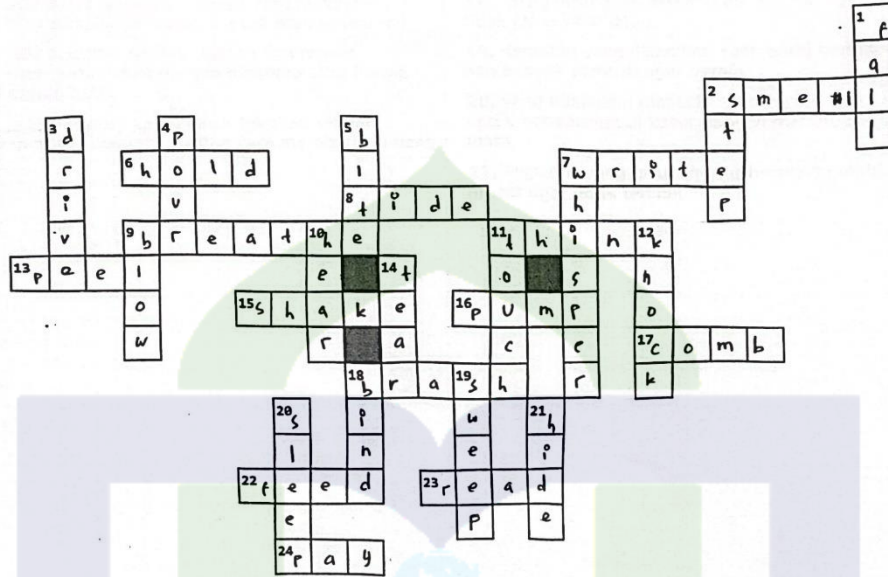
Down

- 1. kejadian dimana kamu berpindah tempat dari tempat tinggi ke rendah dengan rasa sakit
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- 3. kegiatan yang dilakukan supir untuk mengendalikan mobil
- 4. aksi yang dilakukan untuk memindahkan teh dari teko ke cangkir
- 5. gerakan memotong makanan menggunakan gigi
- 7. berbicara dengan sangat pelan dengan mendekati mulut ke telinga seseorang, biasanya membicarakan sesuatu yang rahasia
- 9. cara untuk mematikan lilin ulang tahun menggunakan udara yang keluar melalui mulut
- 10. hal yang tidak bisa dilakukan oleh orang tuli
- 11. menempelkan jari atau tangan dengan sesuatu
- 12. memukul pintu ketika ingin masuk ke rumah seseorang

<https://crosswordlabs.com/view/post-vocabulary-test>

SN 

Post-Vocabulary Test



Across

2. kemampuan merasakan aroma makanan, dll melalui hidung
6. kegiatan yang lakukan dengan mencengkram sesuatu baik benda maupun tangan orang lain
7. kegiatan untuk menciptakan suatu catatan atau informasi di kertas dengan pensil/pulpen menggunakan tangan
8. saat melihat kamar berantakan apa yang harus kita lakukan agar enak dipandang
9. mengambil udara ke paru-paru kemudian dikeluarkan melalui hidung
11. menggunakan otak atau akal untuk mempertimbangkan atau memutuskan sesuatu
13. gerakan misahkan kulit dengan buahnya sebelumn dimakan
15. menggerakkan sesuatu ke atas dan ke bawah atau dari sisi ke sisi menggunakan tangan
16. gerakan yang dilakukan ketika ban kempes
17. gerakan yang dilakukan untuk merapikan rambut menggunakan sisir

Down

1. kejadian dimana kamu berpindah tempat dari tempat tinggi ke rendah dengan rasa sakit
2. suatu tindakan atau gerakan meletakkan satu kaki di depan kaki lainnya secara bergantian
3. kegiatan yang dilakukan supir untuk mengendalikan mobil
4. aksi yang dilakukan untuk memindahkan teh dari teko ke cangkir
5. gerakan memotong makanan menggunakan gigi
7. berbicara dengan sangat pelan dengan mendekatkan mulut ke telinga seseorang, biasanya membicarakan sesuatu yang rahasia
9. cara untuk mematkn lilin ulang tahun menggunakan udara yang keluar melalui mulut
10. hal yang tidak bisa dilakukan oleh orang tuli
11. menempelkan jari atau tangan dengan sesuatu
12. memukul pintu ketika ingin masuk ke rumah seseorang

DOCUMENTATION





CURRICULUM VITAE



ANUGRAH AWALTHA AS, the writer was born on May 13th 2002 in Sidrap. She is the first child from three children in her family. From the couple, Asbillah and Sukmawati. She has two brothers, their name is Muhammad Aprillah As and M. Adzan Fajarillah As.

She began her study in Kinder Garden at TK Aisyiyah Bilokka on 2007. She continued her study to an Elementry School at SDN 2 Bilokka. He finished her elementary school in 2014. She decided to continue her study at SMPN 1 Panca Lautang and finished her Junior High School on 2017. After that, she is registered as a student in SMAN 5 Sidrap and graduated on 2020. In the same year she decided to continue her study in S1 English Program of Tarbiyah Department at State Islamic (IAIN) Parepare. On 2024 she completed her thesis with the title "Increasing Students' Vocabulary by Implementing TPR Method at The First Grade MTs Pergis Ganra Soppeng.