



**THE EFFECT OF TOTAL PHYSICAL RESPONSE
ON STUDENTS' VOCABULARY MASTERY
AT THE EIGHTH GRADE STUDENTS
SMP NEGERI 1 PADANGSIDIMPUAN**

A THESIS

*Submitted to English Educational Department of State Islamic University Syekh Ali
Hasan Ahmad Addary Padangsidimpuan as a Partial Fulfillment of the
Requirement for the Graduate Degree of Education (S.Pd) in English*

Written by

OKTA MULYANI HASIBUAN

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ENGLISH EDUCATIONAL DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY SYEKH ALI
HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

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Assalamu 'alaikum wr.wb.

After reading, studying and giving advice for necessary revision on the thesis belongs to **Okta Mulyani Hasibuan**, entitled “**The Effect of Total Physical Response on Students’ Vocabulary Mastery at the Eighth Grade Students of SMP Negeri 1 Padangsidimpuan**”. We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan. Thank you.

Wassalam 'alaikumwr.wb.

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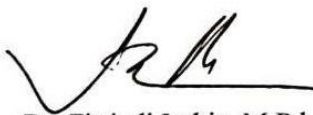
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ABSTRACT

Vocabulary is the most important things that must be mastered by the students. There are several problems faced by students in mastering vocabulary, such as don't have enough vocabulary. Besides the students' problem, teachers' strategy also becomes a problem in learning vocabulary. The teacher did not use a suitable method for students to make them easier in mastering vocabulary.

The formulation of this research is; how is the students' vocabulary mastery before and after learning by using total physical response at the eighth grade students of SMP Negeri 1 Padangsidempuan. This research aims to find out the students' vocabulary mastery before and after learning by using Total Physical Response and to determine whether there is a significant effect in students' vocabulary mastery before and after the total physical response method is given to students.

This research design used quantitative method with experimental research and pre-test post-test control group design. This research used cluster random sampling which is there are two classes as the sample. To collect the data, the researcher gave pre-test in the form of multiple choices, treatment by using Total Physical Response and post-test in the form of multiple choices to students. The data is test through normality, homogeneity, and hypothesis test. The data analyze by using t-test formula.

After analyzing the data, the researcher found that mean score of pre-test in experimental class was 51.62. The mean score of post-test in experimental class was 74.80. The hypothesis test was $t_{count} > t_{table}$ ($19.66 > 2.000$). Based on the result of t-test, it was known that H_a was accepted and H_0 was rejected. It means that there was a significant effect of total physical response to students' vocabulary mastery at the eighth grade students SMP negeri 1 Padangsidempuan.

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

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ABSTRAK

Kosa kata merupakan hal yang paling penting yang harus dikuasai oleh siswa. Ada beberapa masalah yang dihadapi siswa dalam penguasaan kosakata, seperti tidak memiliki kosakata yang cukup. Selain masalah siswa, strategi guru juga menjadi masalah dalam mempelajari kosakata. Guru tidak menggunakan metode yang cocok untuk siswa agar lebih mudah mengajarkan kosakata.

Rumusan masalah dalam penelitian ini adalah; bagaimana penguasaan kosakata siswa sebelum dan sesudah belajar menggunakan total physical response pada siswa kelas VIII SMP Negeri 1 Padangsidempuan. Penelitian ini bertujuan untuk mengetahui penguasaan kosakata siswa sebelum dan sesudah belajar menggunakan Total Physical Response and untuk mengetahui apakah ada pengaruh yang signifikan terhadap penguasaan kosakata siswa sebelum dan sesudah metode total physical response diberikan kepada siswa.

Penelitian ini menggunakan metode kuantitatif dengan jenis penelitian eksperimen dan desain pre-tes post-tes grup kontrol. Penelitian ini menggunakan cluster random sampling dimana terdapat dua kelas sebagai sampel. Untuk mengumpulkan data, peneliti memberikan pre-test dalam bentuk pilihan ganda, treatment dengan menggunakan Total Physical Response dan post-test dalam bentuk pilihan ganda kepada siswa. Pengujian data melalui uji normalitas, homogenitas, dan uji hipotesis. Analisis data menggunakan rumus uji-t.

Setelah data dianalisis, peneliti menemukan bahwa mean skor pada pre-test di kelas eksperimen adalah 51,62. Mean skor pada post-test di kelas eksperimental adalah 74,80. Hipotesis tes adalah $t_{count} > t_{table}$ ($19,66 > 2,000$). Menurut hasil dari t-test, diketahui bahwa H_a diterima dan H_0 ditolak. Artinya, ada pengaruh yang signifikan dari total physical response terhadap penguasaan kosakata siswa kelas delapan SMP Negeri 1 Padangsidempuan.

Kata Kunci: *Total Physical Response, Penguasaan Kosakata, Penelitian Eksperimen*

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This thesis is still far from perfect based on the weakness of the research. Therefore, it is such a pleasure for me to get critiques and suggestion from the readers to make this thesis better.

Padangsidempuan, 31 October 2022

Researcher

Okta Mulyani Hasibuan
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CHAPTER 1

INTRODUCTION

A. Background of the Problem

Vocabulary is an important component in a language. Vocabulary is a collection of words contained in a language. The concept of vocabulary can be defined in various ways. There are three significant aspects that must be considered in vocabulary, namely the form, meaning, pronunciation, and use. So, there is no misunderstanding in the use of vocabulary.

Vocabulary is something that must be mastered by students. There are several purposes why students should master vocabulary. First, improve the ability to communicate well. Second, in learning a foreign language, mastering vocabulary will be able to help fluency. Especially in learning English, mastering vocabulary can help students master the four skills in English, namely listening, speaking, reading and writing.

There are many materials should be mastered at the eighth grade students. They are; to invite someone to do something, to give instructions and to ask for permission. Moreover, observing, giving order and asking question are materials that discussed in this research.

There are some efforts that have been done by government to improve the quality of education. One of them is curriculum development program. Not only the government, but schools also provide some efforts in order to improve

the quality and abilities of students. School provides adequate facilities for students such as providing lab and library to support students learning activity. In addition, teacher plays an important role in the student learning process. Teacher provides motivation, educate and guide students in order to achieve learning objectives. Teacher also prepares tool or media to assist students in learning. So, from the efforts that has been given by the school and teacher, the teacher hopes that students can learn well, especially in mastering vocabulary and have enough knowledge of English vocabulary.

Furthermore, based on pre-research that has been conducted in SMP N 1 Padangsidimpuan, there are some problems faced by students in learning English. The English teacher said that students are lack of motivation so the students feel English is a very difficult subject, students are difficult to respond to commands or question from the teacher because lack of vocabulary.¹ In another time, based on the interview with some students from the eighth grade students of SMP N 1 Padangsidimpuan, they told that English is difficult subject, they don't understand the lesson because lack of vocabulary and don't know the translation of the vocabulary.² The students got difficult to mastery vocabulary because the way they use to master vocabulary is not quite right.

¹ English teacher at SMP N 1 Padangsidimpuan, private interview (SMP N 1 Padangsidimpuan, 06 Januari 2022 at 01.30 pm).

² The eighth grade student at SMP N 1 Padangsidimpuan, private interview (SMP N 1 Padangsidimpuan, 06 Januari 2022 at 10.15 am)

Based on vocabulary mastery problems above, there are many factors to improve vocabulary mastery. The factors are media, material, motivation and teaching method. One of the methods that can be used to teaching vocabulary is Total Physical Response. Asher said “Total Physical Response is valuable for internalizing any new vocabulary item. Total Physical Response has significantly accelerated the acquisition of English as a second language”.³ Besides, Widodo also said “Total Physical Response is a good method for learning vocabulary”.⁴ So, Total Physical Response is the right method to help students in mastering vocabulary easily.

Total Physical Response is a language teaching method that coordinates through utterance, command and action. In Total Physical Response, teacher becomes an instructor and the students become an actor, so teacher teaches language through motor activity. The purpose of Total Physical Response method is to help students learns foreign language easily. Furthermore, Total Physical response helps teacher teaches English easily and creates a fun class situation, so students don't feel bored while learning. So, Total Physical Response helps students to master a language easily, especially in improving students' vocabulary mastery.

³ James J. Asher, *Learning Another Language Through Actions* (USA: Sky Oaks Production, Inc., 2012), p. 3-3, 3-4.

⁴ Handoyo Puji Widodo, “Teaching Children Using Total Physical Response Method,” *Bahasa Dan Seni*, 2005, 235–48.

Based on explanation above, the researcher is interested to conduct a research entitled "The Effect of Total Physical Response on Students' Vocabulary Mastery at The Eighth Grade Students in SMP N 1 Padangsidempuan".

B. Identification of the Problem

Based on the background of the problem above, there are several problems that can be concluded, namely:

1. Students are difficult to memorize vocabulary.
2. Students don't know or understand the meaning of vocabulary.
3. Students easily forget the vocabulary that has been memorized.
4. There is no specific method that can help students to master vocabulary easily.

C. Limitation of the Problem

There are several kinds of vocabulary, such as noun, pronoun, verb, adjective, conjunction, preposition, and so on. But this study only focused on verb mastery. The method used in this study is Total Physical Response.

D. Formulations of the Problem

Formulations of the problem are:

1. How is the students' vocabulary mastery before learning by using Total Physical Response at the eighth grade students of SMP Negeri 1 Padangsidimpuan?
2. How is the students' vocabulary mastery after learning by using Total Physical Response at the eighth grade students of SMP Negeri 1 Padangsidimpuan?
3. Is there any significant effect of Total Physical Response to students' vocabulary mastery at the eighth grade students of SMP Negeri 1 Padangsidimpuan?

E. Objectives of the Research

Based on the formulation of the problem above, the objectives of this research are:

1. To find out the students' vocabulary mastery before learning by using Total Physical Response at the eighth grade students of SMP Negeri 1 Padangsidimpuan.
2. To find out the students' vocabulary mastery after learning by using Total Physical Response at the eighth grade students of SMP Negeri 1 Padangsidimpuan.
3. To examine whether there is significant effect of using Total Physical Response to students' vocabulary mastery at the eighth grade students of SMP Negeri 1 Padangsidimpuan.

F. Significances of the Problem

The result of the research expected to be useful:

1. For the headmaster of SMP N 1 Padangsidempuan in order to be able to support and provide direction to English teachers about methods that can use in teaching.
2. For English teachers of SMP N 1 Padangsidempuan in order to teach students by using methods to make it easier for students to learn and also to improve the quality of the teaching and learning process.
3. For students to help improving vocabulary mastery.
4. For the Researchers, to get information and reference to do related research.

G. Definition of Variables

Based on the research title, this research classified several terms from the title to avoid misunderstandings in assuming it, this research divided them into:

1. Total Physical Response (Variable X) is a language teaching method built on the coordination of speech and action. In this method the teacher gives orders to the students and then the students respond to the teacher's commands with body actions such as gestures and speech.
2. Vocabulary mastery (Variable Y) is a list of words that can be understood and mastered by someone.

H. Outline of Thesis

The systematic of this research is divided into five chapters. Chapter one is introduction, which consists of background of the problem, identification of the problem, limitation of the problem, formulation of the problem, objectives of the problem, significances of the problem, definition of operational variables, and outline of thesis.

Chapter two is theoretical description. It is divided into sub-chapters which consist of theoretical description, review of related findings, conceptual framework, and hypothesis. In theoretical description consists of definition and explanation of Total Physical Response and vocabulary.

Chapter three is research methodology. It consists of time and place of research, research design, population and sample, instrument of research, validity and reliability of research, procedure of collecting data, and technique of analyzing data.

Chapter four is result of the research. It consists of data description, hypothesis testing, and the threats of the research. Chapter five consists of conclusion about the result of the research and suggestion that are given by the researcher.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. The Concept of Vocabulary

a. Definitions of Vocabulary

The main key in mastering a language is knowing and understanding the vocabulary of the language itself. According to Burnidge, quoted Harida, et al, vocabulary is all the words in language list of words in lesson or books, all the word that someone knows.¹ Vocabulary is one of the most obvious components of language and the first things applied linguistics turned their attention.² Vocabulary as the total number of words which with rules for combining word by word. Vocabulary is the stock of words on which you can draw in expressing yourself.

According to Jackson, quoted by Siregar, vocabulary is a represented collection of the word that exists in English language.³

Vocabulary is all the words that person know or use, the words that

¹Eka Sustris Harida, Fitri Rayani Siregar, and Trillanti, "An Analysis on the Students' Ability in Understanding Vocabulary at First Year Students of English Education Study Program (TBI) STAIN Padangsidimpuan," *English Education: English Journal for Teaching and Learning*, vol. 1, no. 2 (2013), p. 105, <http://jurnal.iain-padangsidimpuan.ac.id/index.php/EEJ/article/view/26/19>.

²ack C. Richards, *Curriculum Development in Language Teaching* (UK: The Press Syndicate of The University of Cambridge, 2001), p. 4, <https://doi.org/10.1080/0261976022000044872>.

³ Fitri Rayani Siregar, "Using The Word Card Technique In Teaching Vocabulary," *English Education : English Journal for Teaching and Learning* 4, no. 2 (2016), p. 2.

people use when they are telling about particular subject. Vocabulary is groups of word should be learned as unit in conveying idea for listening, reading, writing and speaking. According to Richard and Renandya, vocabulary is a core component of language proficiency and provides much of the basis for how well students listen, speaks, read and write.⁴ Generically, vocabulary is the knowledge of meaning of words.⁵ The definitions above are cited by several books which have different opinions about vocabulary, but still cover one thing, which is, vocabulary is a collection of words or a list of words in a language which has a meaning.

Vocabulary has an important role in a language, be it speaking, listening, reading or writing. Vocabulary will become a complete meaning when word for word is combined into a sentence. Furthermore, vocabulary mastery is a condition where a person can know and understand the vocabulary of a language. So, this research will be limited the vocabulary to verb.

⁴ Richards Jack C and Renandya Willy A, *Methodology Is Language Teaching*, Cambridge University Press (US: Cambridge University Press, 2002), p. 255. <https://doi.org/10.2307/416467>.

⁵ Elfrieda H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary* (USA: Lawrence Erlbaum Associates, Inc., 2005), p. 3.

b. Kinds of Vocabulary

Vocabulary is a collection of words. It becomes the most important part of a language. According to some opinions, vocabulary divided into several types or kinds. Based on Haycraft, quoted by Siregar, there are two kinds of vocabulary, namely:

1) Receptive Vocabulary

Receptive vocabulary can be understood only through listening and reading. Receptive vocabulary is words that learners recognize and understanding when they are used in context, but which they cannot produce. It means students recognize the vocabulary when they see or meet only in reading texts but don't use it in speaking and writing. Someone doesn't need to know much about the receptive vocabulary because it rarely uses the receptive vocabulary. It is impossible for someone can understand that ideas of the utterances contextually not word by word.

2) Productive Vocabulary (Active Vocabulary)

Productive vocabulary is the words the learners understand and can pronounce correctly and used constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process,

because the learners can produce the words to express their thoughts to others.⁶

Besides that, Murthy, quoted by Nardani, et al, divided vocabulary into several types, they are:

a) Noun; could be the name of person, place, thing or idea.

Example: cat, hospital, flower, chair, etc.

b) Verb; the word which expresses an action, condition or existence.

Example: go, cry, cook, fly, study, etc.

c) Adjective; a word used to describe or qualify nouns.

Example: beautiful, smart, happy, expensive, etc.

d) Adverb; a word to modify a verb, an adjective or another adverb or word used to explain how, where, when and why an action.

Example: outside, below, before, sometimes, etc.

e) Conjunction; a word used to combine one word to another one or one sentence to another one.

Example: but, or, so, and, for, because, etc.,.

f) Pronoun; the word which can take the place of a noun.

Example: it, her, mine, himself, them, etc.

⁶ Siregar, "Using The Word Card Tecnique In Teaching Vocabulary.", p. 3.

g) Interjection; a word put into a sentence to express a sudden feeling of mind or emotion.

Example: whoa, yeay, hmm, uh-huh, wow, etc.

h) Preposition; a word used to explain the relation between two grammatical words or a word used with a noun or pronoun to show their relation with some other word in the sentence.

Example: between, since, from, behind, in front of, etc.⁷

The explanation above can be seen that vocabulary is divided into several types. It is important to know that each vocabulary has its own type as explained above. In this study, students' vocabulary mastery focused on verb. Verb is a word that describes the action, condition and experience of something.

c. Aspects of Vocabulary

Vocabulary is a set of words. The concept of a word can be defined in various ways. There are three significant aspects that teachers need to be aware of and focus on; they are form, meaning, and use.

The form of a word involves its pronunciation (spoken form), spelling (written form), and any word parts that make up this particular item (such as a prefix, root, and suffix). Meaning encompasses the way

⁷ Sri Nardani, Eka Sustris Harida, and Fitri Rayani Siregar, "The Effect of Watching Film to Students' Vocabulary Mastery at Grade XI SMK Negeri 1 Padangsidempuan," *English Education* 02, no. 01 (2014), p. 98-99, <http://www.e-journal.iain.ac.id>.

that form and meaning work together, in other words, the concept and what items it refers to, and the associations that come to mind when people think about a specific word or expression. Use, involves the grammatical functions of the word or phrase, collocations that normally go with it, and finally any constraints on its use, in terms of frequency, level, and so forth.⁸

Vocabulary can change if use prefixes and suffixes. In addition, vocabulary can be wrong if it is not correct in the way it is pronounced and spelled. Vocabulary can also change from the initial meaning if it is in the form of a phrase. Therefore, aspects of the vocabulary need to be considered so that there is no mistake in using the vocabulary, as explained above.

d. Materials of Vocabulary

In the English language book for grade 8 junior high school curriculum 2013 with the theme "When English Rings a Bell", the vocabulary learning will be found in the speaking, reading, listening and writing lesson in the book. This book is divided into 13 chapters, where the first semester consists of 6 chapters and the second semester consists

⁸ Sa'adatuddaroen, "Developing Students' Vocabulary Knowledge through Daily Journal Vocabulary" (UIN Jakarta, 2019), p. 10.

of 7 chapters. Vocabulary material that can be taken from this book is as follows:

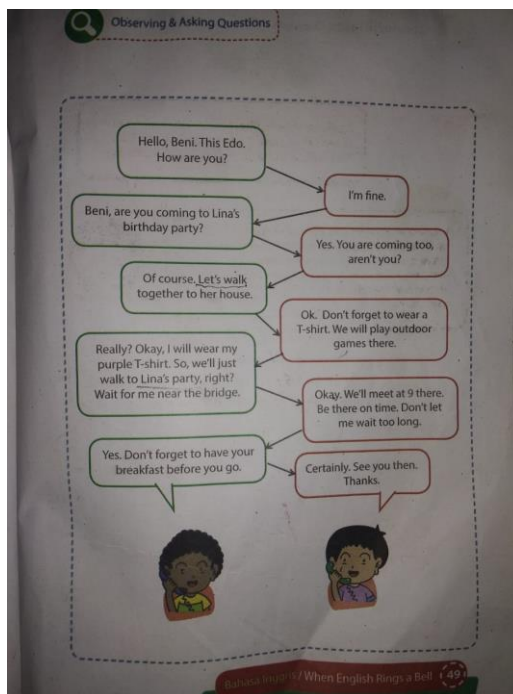


Figure 1. English Lesson in Grade 8 SMP N Padangsidempuan⁹

⁹ Siti Wachidah, et al, *Bahasa Inggris "When English Rings A Bell"*, (Jakarta: Kemendikbud, 2017), p. 27.

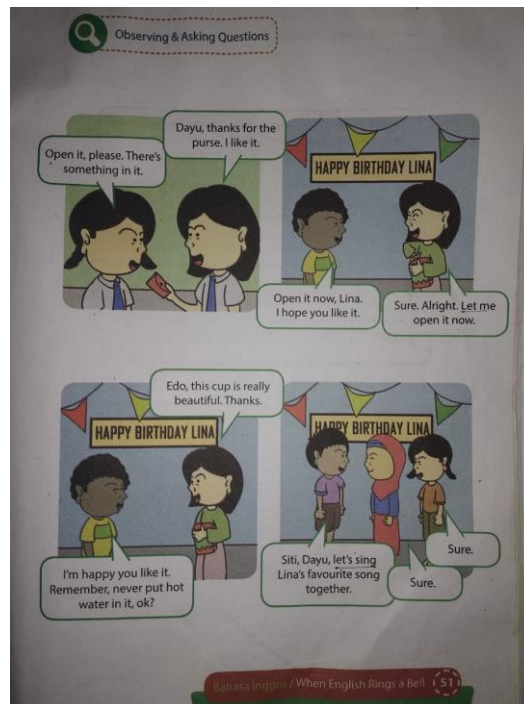
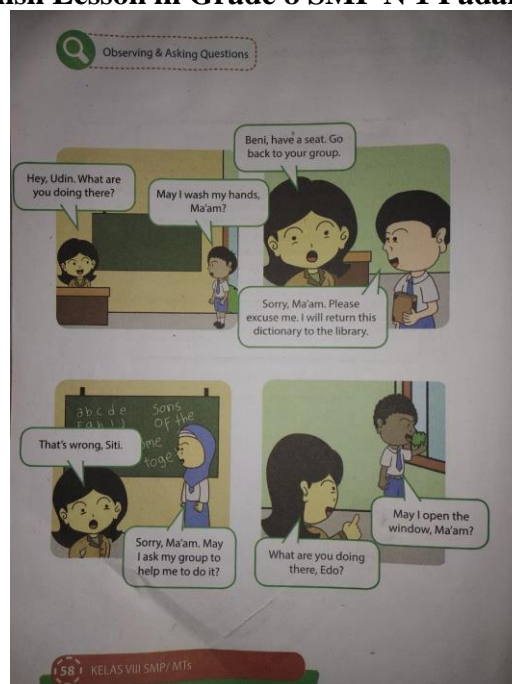


Figure 2. English Lesson in Grade 8 SMP N 1 Padangsidimpuan¹⁰



¹⁰Wachidah, p. 28.

Figure 3. English Lesson in Grade 8 SMP N 1 Padangsidempuan¹¹

e. Vocabulary Assessment

Assessment of student knowledge of word meanings, commonly referred to as vocabulary assessment, is as old as reading assessment itself. Vocabulary assessment begins with the development of an initial intelligence test that precedes formal measures of reading comprehension.¹² The initial steps of reading vocabulary consist of asking students to define or explain the selected words as these will be found in the texts they will encounter in school. The initial item might have a student explain individually to the interviewer what a "fork" is used for.

There are two contrasting perspectives on the role of vocabulary in language assessment. One point of view is that it makes perfect sense to write tests that measure whether Learners know the meaning and use of a set of words, taken as independent semantic units.¹³ Another view is that vocabulary should always be assessed in the context of language use tasks, where it interacts naturally with other components of

¹¹Wachidah, p. 60.

¹² Michael L. Kamil P. David Pearson, and Elfrieda H. Hiebert, "Vocabulary Assessment: What We Know and What We Need to Learn," *Reading Research Quarterly* 42, no. 2 (2007), p. 284, <https://doi.org/10.1598/rrq.42.2.4>.

¹³ John Read, *Assessing Vocabulary* (UK: The Press Syndicate of The University of Cambridge, 2000), p. 7-8.

language knowledge. To some extent, the two views are complementary because they relate to different purposes of assessment. Conventional vocabulary tests will most likely be used by classroom teachers to assess progress in vocabulary learning and diagnose areas of weakness.

f. Teacher's Method in Teaching Vocabulary at SMP Negeri 1 Padangsidempuan

Teacher's method is a way of teaching to students both individually and in groups. Every teacher has their own method of teaching their students. The methods used by teachers help teachers master the class well, make easier to teach and make students more enthusiastic and easy to understand. As well as the English teacher at SMP N 1 Padangsidempuan which explains in the table 1.

**Table 1. Teacher's Method in Teaching Vocabulary
at SMP Negeri 1 Padangsidempuan**

Teacher's Activity	Procedures	Students' Activity
Pre-teaching 1. Teacher opens the class with greeting, praying and check the attendance list		1. Students answer the greeting 2. One of the students lead to pray together 3. Students raise their hand and say "presence"

1. Teacher convey the objectives and benefits of the learning, motivate the students and asks about the last material then related to the new material		1. Students full attention 2. Students answer the question from the teacher by raising their hand
While-teaching 1. Teacher explains the material	1. Explains and gives examples of vocabulary	1. Students pay attention 2. Students take some notes
1. Teacher pronounces the vocabulary	2. Pronounce the vocabulary	1. Students pay attention 2. Students repeat the pronunciation after the teacher
Teacher's Activity	Procedures	Students' Activity
1. Teacher asks the students to find out the meaning of vocabulary	3. Gives more examples	1. Students take some notes 2. Students find out the meaning of vocabulary
1. Teacher asks the students to memorize the vocabulary	4. Memorizes the vocabulary	1. Students memorize the vocabulary 2. Students deposit their memorization

Post-teaching 1. Teacher gives the students a task		1. Students pay attention 2. Students take some notes
1. Teacher asks students to memorize more vocabulary of verb		1. Students respond to the teacher
1. Teacher concludes the lesson		1. Students pay attention
1. Teacher closes the class by greeting		1. Students give the greeting to the teacher

2. Total Physical Response (TPR)

a. Definitions of Total Physical Response

Total Physical Response (TPR) is a language teaching method that focuses a person on the coordination of speech and action, this method tries to teach language through physical motor activity. Developed by James Asher, a professor of psychology at San Jose State University, California, this method draws on several traditions, including developmental psychology, learning theory, and humanistic pedagogy, as well as language teaching procedures.¹⁴ Children in learning their first language seem to listen more before they focus on

¹⁴ Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching*, The Press Syndicate of The University of Cambridge (The Press Syndicate of The University of Cambridge, 1999), p. 87.

speaking and when listening they will accompany physical responses such as; reach, move, see, and so on. Likewise in the classroom, Total Physical Response makes students do more listening and acting activities where the teacher is the instructor.

According to Asher, quoted in Brown, motor activity is a right-brain function that must precede left-brain language processing. Asher also believes that language classes are often a place of excessive anxiety for every learner.¹⁵ So, he wanted to devise a method that made the learner as stress-free as possible, where the learner would not feel overconfident and defensive.

Total Physical Response related to memory "trace theory" in psychology which states that the more often or more intensively memory connections are traced, the stronger the memory association and the greater the likelihood of remembering. Tracing can be done verbally such as rote repetition or related to motor activities.¹⁶ Combined tracing activities, such as verbal exercises accompanied by motor activities, can increase a person's chances of success in remembering better.

¹⁵ H. Douglas Brown, *Principles of Language Learning and Teaching*, 5th ed. (Pearson Education, 2007), p. 78.

¹⁶ Rodgers, *Approaches and Methods in Language Teaching*. p. 87.

Total Physical Response is a teaching method that can combine an English vocabulary meaning with actions, pictures, and objects.¹⁷ According to Anwar and Fitriani concluded that the basic idea behind the Total Physical Response Method is that students hear something from the teacher and then respond physically to it and usually the teacher acts as a model or instructor for students. In Total Physical Response (TPR), a beginning or more advanced students learn to comprehend things said by a teacher. So, Total Physical Response helps students more active in learning.

b. The Principles of Total Physical Response

The TPR method has several principles that must be understood. This principle aims to direct someone to use the method in an appropriate and correct way. These principles will help users to understand how someone can master a language well. There are thirteen guiding principles of Total Physical Response, as follows:

- 1) The target language should be given in chunks, not just word for word.
- 2) Students' understanding of the target language must be developed before students try to speak.

¹⁷ Choiril Anwar and Diah Fitriani, "Total Physical Response and Direct Method in Students' Vocabulary Mastery Learning," *SHAHIH : Journal of Islamicate Multidisciplinary*, vol. 1, no. 1 (2016), p. 84.

- 3) Students initially learn one part of the language easily and quickly by moving their body parts.
- 4) Imperatives are powerful linguistic devices through which teachers can direct student behavior.
- 5) Students can learn through observing the action or by doing the action itself.
- 6) It is very important for students to feel successful and proud of themselves. Feelings of success and low anxiety facilitate learning.
- 7) Students should not be made to continue to memorize fixed routines.
- 8) Corrections should be made in an unobtrusive way for students to see.
- 9) Students should develop flexibility in understanding new combinations of target language pieces. They need to understand more than the exact sentences used in the training. The novelty they get will be able to motivate them.
- 10) Language learning is more effective when students can feel happy and relaxed when living it.
- 11) Spoken language should be emphasized more than written language so that students are better trained.
- 12) Students will start talking when they feel ready to do so.
- 13) Students are expected to make mistakes when they first start speaking. Teachers must be tolerant of them. Because with mistakes

they can improve it even more. Working on the finer details of language should be deferred until the student has become somewhat proficient at speaking.¹⁸

So from the principle of these principles it can be concluded that by using this method students do it gradually and relaxed. This TPR method invites students to be more familiar with a new language by doing it slowly. Readiness is the most needed thing for students in mastering a language. Therefore this principle will greatly help students to understand this method well.

c. Characteristics of Total Physical Response

Imperative exercise is a prominent classroom activity in Total Physical Response. They are usually directed to observe physical actions and activities on the part of the learner. Learners play the main role as listeners and performers. They listen attentively and focused and then physically respond to the teacher's commands. Learners need to respond both individually and collectively; they have little influence on the learning content as much as the content is determined by the teacher. At the beginning of learning, students are also expected to recognize and respond to new combinations of previously taught items. The new

¹⁸ Yuli Astutik, Fika Megawati, and Choirun Nisak Aulina, "Total Physical Response (TPR): How Is It Used to Teach EFL Young Learners?," *International Journal of Learning, Teaching and Educational Research*, vol. 18, no. 1 (2019), p. 94, <https://doi.org/10.26803/ijlter.18.1.7>.

utterances are a recombination of sentences or commands that the teacher has used directly in training. For example, the teacher directs students by saying 'Walk to the table!' and 'Sit on the chair!' these commands are quite familiar to students because they have practiced responding to them. Learners monitor and evaluate their own progress. They are encouraged to start talking when they feel ready to do so.

In Total Physical Response, a teacher plays an active and direct role as a director or instructor of a stage play where students are the actors. It is the teacher who decides what will be taught, who will model and present the new material, and who will select the supporting material. Therefore, the teacher must properly prepare and manage the material to be delivered so that the lesson flows smoothly and can be predicted easily by students. Teachers are strongly advised to write down the exact words that will be used, especially new commands because the actions are very fast-paced; there is usually no time for students to be spontaneously creative. In this case, class interaction and taking turns are directed by the teacher rather than the students.

In providing feedback to students, teachers are required to imitate parents in providing feedback to their children. Similarly, teachers need to tolerate fewer errors in speaking, teachers should avoid too many corrections on students in the early stages and don't need to interrupt to correct mistakes as this will hinder the learner from taking action or

speaking. In short, in Total Physical Response, the teacher is responsible for giving orders and monitoring the actions taken by students. On the other hand, students are imitators of the teacher's verbal and nonverbal models. In the teaching and learning process, the first stage is modeling. In this case, a teacher issues orders to students, and takes action with them. In the second place, learners provide actions that they understand the command by doing it themselves, the teacher monitors the student's actions. Interactions between teachers and students are characterized by the teacher speaking and students responding non-verbally. Then, the learner becomes more verbal and the teacher responds non-verbally.¹⁹ So, through Total Physical Response method students will be braver to respond and more active in learning.

d. Teaching by Total Physical Response

In the Total Physical Response method, there is an approach that will be passed by learners. This approach helps learners understand the language they want to master. So that learners understand what kind of approach they have to go through of this Total Physical Response method. There are two approaches of Total Physical Response, they are:

1) Language Theory

¹⁹ Handoyo Puji Widodo, "Teaching Children Using Total Physical Response Method," *Bahasa Dan Seni*, no. 2, 2005, p. 238-239,

There is no specific language theory is used as the basis for this method. The main premise is that all languages, including second and foreign languages, should be learned in the same way that children acquire their mother tongue. Asher emphasized that based on observations, it was found that most babies learn through body movements before the speech stage. When speaking appears, its fragments and distortions are parallel to the second or foreign language mastery stage, therefore he suggested that foreign language teaching should follow the same way, and it will improve students' memory in the lesson.

There are several central processes of language acquisition in children that are fundamental to Total Physical Response as follows:

- a) The development of listening skills precedes the ability to speak.

In the early stages of mastering the first language, children begin to understand complex utterances that they cannot produce spontaneously.

- b) Listening ability is obtained because children are required to listen to their parents' orders.
- c) When the foundation of listening skills has been built, oral communication skills will grow naturally and easily.²⁰

²⁰ Sojuangon Rambe, "Total Physical Response," *English Education : English Journal for Teaching and Learning*, vol. 7, no. 01 (2019), p. 50, <https://doi.org/10.24952/ee.v7i01.1652>.

This statement has a relationship with involvement in teaching materials and teaching techniques where students in the class listen to speeches or commands, they see the teacher's physical behavior before speaking or acting.

2) Learning Theory

For this dimension of his learning theory, Richards and Rodgers described three influential learning hypotheses:

- a) There is a special built-in bio-program for language learning, which determines the optimal path for the development of the first and second languages.
- b) Lateralization of the brain defines the different learning functions of the left and right brain.
- c) Stress that mixes between the act of learning and what is to be learned; the lower the stress experienced, the greater the learning.²¹

Language theory and learning theory will be implemented into techniques to be applied to students' vocabulary learning. There are several techniques used to apply on Total Physical Response. In this research, to implement this approach, the researcher used the technique was given by Setiyadi in his book.

²¹Richards and Rodgers, *Approaches and Methods in Language Teaching*, p. 90.

e. Techniques of Total Physical Response

There are several techniques utilized in teaching the target language through Total Physical Response. Based on the approach that has been explained before, this technique implements the approaches previously described. The techniques divide into introductory techniques and working techniques. The introductory techniques refer to the many ways in which a new items or command can be presented for the first time to the students. Working techniques refer to the ways in which the commands and supporting vocabulary already presented to the students can be combined and explained in order to advance in the target language. It is believed that each of the techniques has two activities that make the two hemispheres of the brain, which is the left and right hemisphere. Motor activity, which is a right brain function, should precede the language processing of the left brain. The commands introduced by the teacher activate the right Hemisphere and the activities of the students activate the left hemisphere of the brain.

The introductory techniques of Total Physical Response are:

- 1) The teacher pronounces and gives examples of commands to students. Students carry out orders by listening to the teacher, then carrying out the orders.
- 2) The teacher makes a choice in which students have to choose between two items. Students already know one item well through

the process of elimination, and students can immediately recognize other items.

- 3) In the introduction of new words, students must choose from three items that only one of them knows. If the person guesses wrong, a retry will be performed. If the guess is correct, the teacher should give credit and word of praise for their efforts.
- 4) The teacher introduces a new item by explaining to students what to do, either through body movements or other additional cues.
- 5) The teacher introduces new material by carrying out orders via cassette. The instructor records his own voice and then follows each direction as spoken, but sometimes makes a response or speech error so that the sound on the tape can correct it.²²

Continued to the following working techniques are:

- 1) Sometimes it takes great effort for students to transmit a concept to another situation. Therefore, it is important to provide items in many different situations and to be able to recombine vocabulary.
- 2) The teacher should take a slow step in introducing the material. Vocabulary strings will be counter-productive in retention of the items being studied.

²² Ag. Bambang Setiyadi, *Teaching English As A Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p. 132-134.

- 3) In addition to recombining the vocabulary presented, it is important to explain its meaning. This can be achieved by placing lexical items in more complex actions.
- 4) As students increase their comprehensive vocabulary, it is of great value to include functional words such as from, with, and, etc. which keep the language smooth and balanced.
- 5) It is very beneficial for the Learner to keep recalling the original material introduced. The basic commands learned at the start of the training are the foundation on which the student can build more vocabulary to practice.
- 6) Accompanied by the introduction of equivalents and synonyms will be very useful. Maybe this technique will be confusing but if done right it will work.
- 7) Because students learn more individual commands, it is an effective procedure to give several commands in succession to be performed in continuous action. Teachers should not be too ambitious in this strategy. When misused, this technique will do more harm than good. Also if it's too long it's more of an exercise in memorization than comprehension.
- 8) Teachers should be very careful about the idea of introducing a large number of vocabulary items that have not been covered. This will

cause confusion in the long run. It is better to introduce several items at once.²³

Usually, Total Physical Response really makes use of the imperative mood or what is often known as the command mood which aims to give orders to someone, even to a higher level of proficiency. Commands are an easy way to get students moving and relaxing, for example: open the window, close the door, stand up, sit down, pick up the book, give it to John, and so on.

Then a non verbal response is required. More complex impacts can be put into imperatives, for example:

- 1) Draw a rectangle on the board
- 2) Walk quickly through the door and hit it

Introducing humor will be more acceptable, for example:

- 1) Walk slowly to the window and jump
- 2) Put your toothbrush in your book

Give also interrogative commands, such as:

- 1) Where is the book?
- 2) Who is John? (students pointed to the book or to John).²⁴

²³ Setiyadi, p. 134-135.

²⁴ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 3rd ed, (New York: Pearson Education, 2007), p. 30.

Eventually with these exercises, one by one the students will feel comfortable enough to give verbal responses to the questions, then ask the questions themselves, and continue the process.

One direction at the time is given for the child to follow, including statements such as:

- 1) Come here!
- 2) Don't touch, it is hot!
- 3) Throw me the ball!²⁵

In other words, Total Physical Response is designed based upon the way children learn their mother tongue. The unconscious cognitive map probably is acquired through the right hemisphere of the brain; direct the child with utterances such as:

- 1) Let's wash your hands
- 2) Pick up your teddy bear and come with me²⁶

The child responds exclusively with a physical action initially and later in development with simple one-word utterances such as yes or no, like:

- 1) Where is your teddy bear?
- 2) Do you want more orange juice?

²⁵ Ice Sariyati, "The Effectiveness of TPR (Total Physical Response) Method in English Vocabulary Mastery of Elementary School Children," *PAROLE: Journal of Linguistics and Education*, vol. 3, no. 1 (2013), p. 52.

²⁶ James J. Asher, *The Total Physical Response: Theory and Practice* (Department of Psychology, San Jose, California, 1981), p. 325.

3) Do you want to go for a walk?

Each commands followed by the appropriate action until they're all respond confidently without hesitation. The procedure above is the beginning activities in teaching English. As mentioned earlier that Total Physical Response follows the language sequence of how an infant learns his/her mother tongue. After the learners can respond the command confidently, the learners may practice giving the commands among them. If the teacher observes it and sees that students are hesitant to do so, the teacher must model actions and commands to students so that individual students can respond quickly and accurately.

f. Advantages and Disadvantages of Total Physical Response

Each learning method will have its own advantages and disadvantages. Because each students have a different suitability in learning by using a method. There are several methods that have criteria for only a few students. As well as Total Physical Response, it has some advantages and disadvantages, the advantages include:

- 1) It is fun and easy. The learners will enjoy it and lifts the pace and the mood in learning.
- 2) It does not require a great deal of preparation on the part of the teacher.
- 3) It is a good tool for learning vocabulary.
- 4) Class size is not necessary problem.

- 5) There is no age limit.
- 6) Good for kinesthetic learners who are able to use their body and physique to express ideas and feelings.
- 7) It involves both left and right-brained learning.
- 8) It is Very Memorable. It is Assist students to recognize phrases or words.²⁷

The disadvantages of Total Physical Response are:

- 1) This is challenging for shy students because this method requires close interaction between teacher and student as well as student and student, requiring a lot of skill to get used to speaking and acting.
- 2) It is not a very creative method. Students are not given the opportunity to express their own views and thoughts in a creative way.
- 3) It is only suitable for beginner level.
- 4) This method is limited; it cannot used to teach everything. It must be combined with other approaches. If used a lot, it would become repetitive.²⁸

Every method definitely has its own advantages and disadvantages.

Each advantages and disadvantages in a method greatly influences the

²⁷ Widodo, p. 239.

²⁸ Aprilia Riyana Putri, "Teaching English for Young Learners Using a Total Physical Response (TPR) Method," *Jurnal Edulingua*, vol. 3, no. 2 (2016), p. 19.

learning and teaching process. Because each of the advantages and disadvantages of a teaching method has been explained what kind of category is suitable for using that method. This needs to be known by teachers so that teachers are careful in choosing the right method for teaching.

g. Teaching Vocabulary by Using Total Physical Response

Teaching a vocabulary is not only focused on memorizing the vocabulary itself. Instead of just memorizing which make it easy to forget. As well as vocabulary that requires the right method to be able to master it. Not only memorize but also understand the meaning of a vocabulary and keep practicing it so that it can be remembered. So, one of the methods that can be used to master vocabulary is Total Physical Response. Total Physical Response will help someone to master vocabulary through actions that make it easier for someone to remember the vocabulary in the long term. There are several procedures in teaching, they are pre-teaching, while teaching and post-teaching. Teaching vocabulary by using Total Physical response method will explain as the table 2.

Table 2. Teaching Vocabulary by Using Total Physical Response²⁹

Teacher's Activity	Procedures	Students' Activity
Pre-teaching 1. Teacher opens the class with greeting, praying and check the attendance list		1. Students answer the greeting 2. One of the students lead to pray together 3. Students raise their hand and say "presence"
Teacher's Activity	Procedures	Students' Activity
2. Teacher convey the objectives and benefits of the learning, motivate the students and asks about the last material then related to the new material		1. Students full attention 2. Students answer the question from the teacher by raising their hand
While-teaching 1. Teacher explains the material	Introductory Techniques: 1. Pronounces and gives examples of commands to students	1. Students listen to the teacher 2. Students try carries out the orders
1. Teacher gives some examples of vocabulary	2. Gives two items of vocabulary	1. Students pay attention 2. Students make a choice to choose between two items

²⁹Ag. Bambang Setiyadi, Teaching English As A Foreign Language, (Yogyakarta: Graha Ilmu, 2006), p. 132-135.

1. Teacher gives more examples of vocabulary	3. Gives more examples of vocabulary	1. Students pay attention 2. Students make a choice to choose between three items 3. If the students guess wrong, there is a retry
1. Teacher introduces a new item	4. Explains to students what to do, either through body movements or other additional cues	1. Students pay attention 2. Students respond to the teacher
Teacher's Activity	Procedures	Students' Activity
1. Teacher introduces new material	5. Introduces new material by carrying out orders	1. Students pay attention 2. Students take some notes
1. Teacher explains the material more broadly	Working Techniques: 6. Provides items in many different situations and to be able to recombine vocabulary	1. Students pay attention 2. Students transmit a concept to another situation
1. Teacher take a slow step in introducing the material	7. Gives examples of vocabulary in a sentence	1. Students pay attention 2. Students take some notes
1. Teacher explain the meaning	8. Explains the meaning of vocabulary	1. Students pay attention 2. Students try to see the meaning in dictionary

1. Teacher explains some functional words	9. Adds some functional words such as from, with, and, etc	1. Students pay attention 2. Students take some notes
1. Teacher reminds of the original material	10. Recalls about the original material	1. Students pay attention 2. Students answer and respond to the teacher
1. Teacher explain about an equivalent and synonym	11. Introduction of equivalent and synonym	1. Students pay attention 2. Students take some notes
Teacher's Activity	Procedures	Students' Activity
1. Teacher gives more examples of commands	12. Gives example of commands	1. Students learn more individual commands 2. Students practice the commands through an action
2. Teacher introduces a large number of vocabulary items that have not been covered carefully	13. Introduces a large number of vocabulary items	1. Students pay attention 2. Students take some notes

Post-teaching 1. Teacher appreciates the efforts made by students during the learning		1. Students pay attention
1. Teacher asks students about the material they don't understand yet		1. Students respond to the teacher
1. Teacher concludes the lesson		1. Students pay attention
1. Teacher closes the class by greeting		1. Students give the greeting to the teacher

B. Review of Related Findings

There were several studies related to this research, including: First, Ilwana. She found that the mean score in pre-test was 5.15 which increase to 7.76 in post-test. After calculating the result, she did the hypothesis test which $t_{count} > t_{table}$ ($4.20 > 1.67$). It means that hypothesis alternative (H_a) was accepted and null hypothesis (H_o) was rejected.³⁰ So, she concluded that total physical response is effective to enhance students' vocabulary mastery.

³⁰ Nofra Ilwana, "The Effectiveness of Total Physical Response (TPR) to Enhance Students' Vocabulary Mastery", (Sebelas Maret University Surakarta, 2010).

Second, Fadiana, et al, found that the score of pre-test was 1240 and post-test was 1880. The mean score of pre-test was 53.91 and post-test was 81.74. The mean score increases about 27.83. In hypothesis test, Fadiana, et al, found $t_{count} > t_{table}$ ($13.777 > 2.080$). It means the alternative hypothesis (H_a) is accepted whereas the null hypothesis (H_o) is rejected.³¹ So, Fadiana, et al, concluded that total physical response method is effective in teaching vocabulary to elementary students.

Third, Sariyati found the mean score of pre-test was 8.38 and post-test was 12.67. After calculating the result, Sariyati found that the hypothesis was $t_{count} > t_{table}$ ($0.804 > 0.05$). It means the alternative hypothesis (H_a) is accepted whereas the null hypothesis (H_o) is rejected.³² So, total physical response is effective to improve vocabulary mastery of elementary school.

Fourth, Susanti found the score in pre-test was 2280 and post-test was 2645. The mean score in pre-test was 73.54 and post-test was 85.32. The hypothesis test was $t_{count} > t_{table}$ ($0.24 > 0.05$). The alternative hypothesis (H_a) is accepted whereas the null hypothesis (H_o) is rejected.³³ So, teaching English vocabulary using total physical response at elementary school was successful.

³¹ Devi Fadiana, Syamsul Bahri Ys, and Nurul Inayah, "Teaching Vocabulary by Using Total Physical Response," *Research in English and Education (READ)* 5, no. 1 (2020).

³² Ice Sariyati, "The Effectiveness of TPR (Total Physical Response) Method in English Vocabulary Mastery of Elementary School Children.," *PAROLE: Journal of Linguistics and Education*, vol. 3, no. 1 (2013).

³³ Eva Susanti, "Teaching English Vocabulary Using Total Physical Response (TPR) Method At Elementary School" (STKIP Siliwangi Bandung, 2016).

Fifth, Saban, et al, got the mean score in pre-test was 45 and the mean score of post-test was 84. In hypothesis test they got $t_{count} > t_{table}$ ($25 > 0.5$). it means that Total Physical Response Method was significant improve of students' vocabulary mastery.³⁴

According to the previous research, this study concludes that TPR method can improve students' vocabulary mastery. Therefore, this research also wants to prove this again. So, the researcher will do a research about “The Effect of Total Physical Response on Students' Vocabulary Mastery at The Eighth Grade Students SMP Negeri 1 Padangsidempuan”.

C. Conceptual of Framework

To master a language, the first thing we master is of course its vocabulary. Vocabulary is the main thing in reading, writing, listening and speaking skills. Mastering vocabulary is not an easy thing, it requires methods that help us to be able to remember and understand a vocabulary. Therefore, there are many methods that suitable for people to use in mastering vocabulary. In this study, the method used to help mastering vocabulary is the Total Physical Response method.

Based on theoretical description above, Total Physical Response will assist students in mastering the vocabulary by giving a command which will be

³⁴ Amrin Hi Saban, Jusmin H.J Wahid, and Nurmi Marisalawerang, “The Effect of Total Physical Response (TPR) in Teaching English Vocabulary,” *Jurnal Bilingual* 11, no. 1 (2021).

responded through speech and motion to help students more easily master a language because it is assisted by their actions. This method will invite students to do various things such as role playing, conversation or dialogue, reading, writing, games, and so on. Through these activities will help students to remember the vocabulary easier. The method summarized in the following figure:

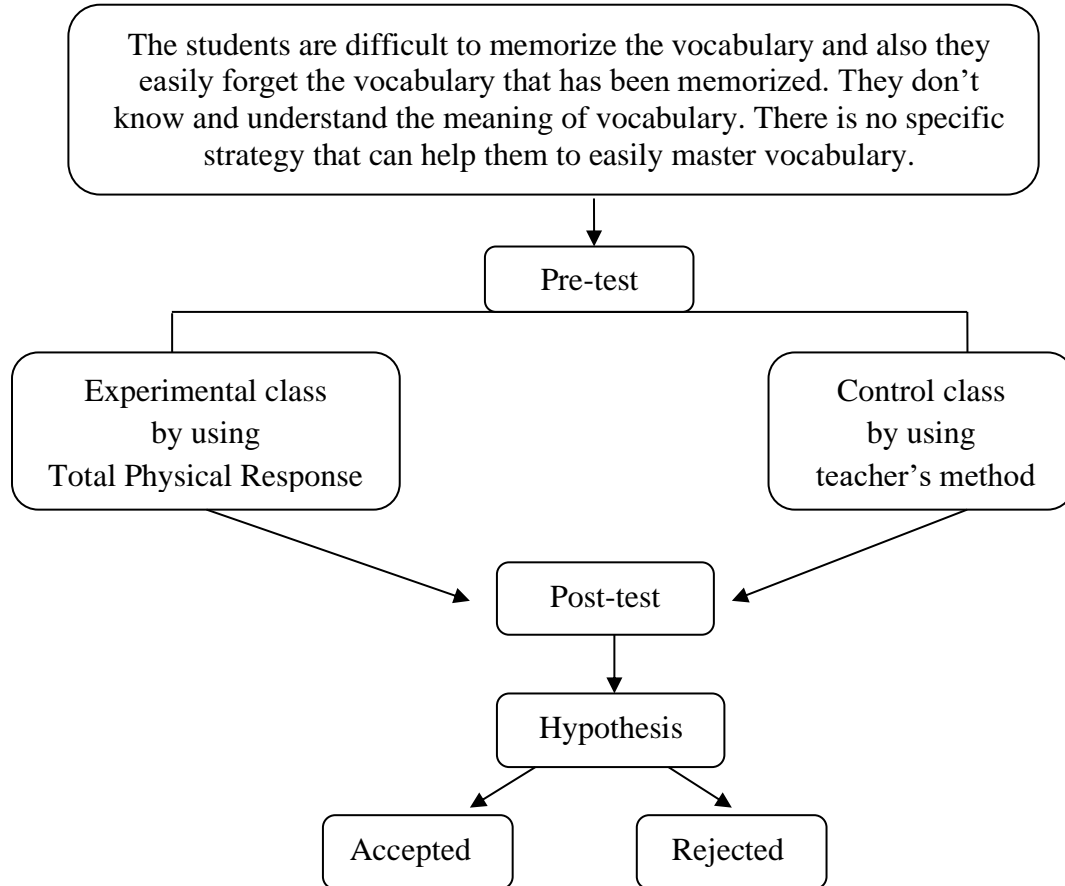


Figure 4. Conceptual Framework

According to conceptual framework of figure 4, the first thing that this research done to analyze the students' problem in mastering vocabulary. After knowing it by giving pre-test, this research try to solved the problem by using teaching method which is Total Physical Response. To apply this method, this research has been divided the class into experimental class by using Total physical Response and control class without using Total Physical response. After giving the treatment, this research has done the post-test to check how the method works to students. Finally, the result got how the TPR method affects students' vocabulary mastery at the eighth grade students SMP Negeri 1 Padangsidempuan.

D. Hypothesis

The hypotheses of this research are:

1. Ha: There is a significant effect of Total Physical Response to students' vocabulary mastery at the eighth grade students of SMP Negeri 1 Padangsidempuan.
2. Ho: There is no a significant effect of Total Physical Response to students' vocabulary mastery at the eighth grade students of SMP Negeri 1 Padangsidempuan.

CHAPTER III

RESEARCH METHODOLOGY

A. Time and Place of Research

This research conducted in SMP Negeri 1 Padangsidimpuan. It is located on Jl. Mesjid Raya Baru, Padangsidimpuan Utara. This research was started from November 2021 until December 2022.

B. Research Design

The kind of this research was quantitative research with experimental method and pre-test post-test control group design. This research chose two classes in this research. The first is experimental class by using Total Physical Response, then, control class by using Teacher's method. It could be seen as the following table:

Table 3. Research Design

No	Class	Pre-test	Treatment	Post-test
1	Experimental Class	✓	✓ TPR	✓
2	Control Class	✓	✗	✓

Based on the table 3, it can be described that design is the strategy chosen by the researcher to thoroughly integrate the research components in a logical and systematic way to discuss and analyze what is the focus of the research. While the pre-test is a test conducted to determine or measure the initial ability of students before the treatment is given. Post-test is a test

that is carried out after students are given treatment to see what impact the treatment has had on students.

C. Population and Sample

1. Population

The population of this research was the eighth grade students of SMP Negeri 1 Padangsidempuan. The eighth grade in SMP Negeri 1 Padangsidempuan consisted of 11 classes, which had 31 students in every class. So, total of the population was 341 students.

Table 4. Population of the Research

No	Class	Students
1	VIII-1	31
2	VIII-2	31
3	VIII-3	31
4	VIII-4	31
5	VIII-5	31
6	VIII-6	31
7	VIII-7	31
8	VIII-8	31
9	VIII-9	31
10	VIII-10	31
11	VIII-11	31
Total		341

2. Sample

This research used random sampling to determine the sample, because this sampling is more effective. This type of sampling technique divided the population into several separate groups. The

selected sample was given treatment respectively, namely Total Physical Response.

Table 5. Sample of the Research

Class	Total of Students
Experimental Class	31
Control Class	31
Total	62

D. Instrument of The Research

Instrument is one of the important things of research, because instrument is a tool used to collect data obtained in research. The instrument used in this research was a test. The test consisted of 100 items which was 50 for pre-test and 50 for post-test. The test was given to students in the form of multiple choices.

Table 6. Indicators of Vocabulary Mastery Test

No	Indicator	Topic	Sub-indicator	Item	Number of Items	Score	Total Score
1	Verb	Observing, Giving Order, and Asking Question	Students are able to identify verb	25	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25	2	50
			Students are able to know the meaning of verb	25	26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50	2	50
Total							100

E. Validity and Reliability of Instrument

1. Validity

The validity test can state that an instrument is valid. This validity aims to describe whether the instrument used is able to measure what measured. This research chose construct validity to validate the test. Construct validity is a part of the test as a totality to measure the test by content. To make it sure, the researcher have validated the test to the English teacher.

2. Reliability

Reliability is the consistency of a measuring instrument. A test can be said to be reliable if a person's answer to a question that is tested repeatedly but still has the same or consistent answer from time to time. So, the reliability test ensures whether the test used to collect data is reliable or not.

F. Procedure of Collecting Data

This research used test to collect data during the study. There was two tests that has been carried out in this study, namely pre-test and post-test. Before conducting the post-test, this research provided treatment first after the pre-test is carried out.

1. Pre-Test

Pre-test is a test conducted before teaching begins. The aim is to find out and measure the extent of students' knowledge of vocabulary mastery so this research has found out before giving treatment. This pre-test has been conducted in experimental class and control class. There are several steps that have been done in this pre test, namely:

- a. The researcher prepared the material of the test. There was 50 items for pre-test in the form of multiple choices for experimental class and control class.
- b. The researcher gave the answer sheet that has been prepared.
- c. The researcher explained about the instruction of the test.

- d. Students did the test by themselves without asking each other.
- e. Students had 40 minutes to answer the test.
- f. The researcher collected the students' answer sheet.
- g. The researcher checked the students' answer sheet and found out the mean score of both class.

2. Treatment

After gave the pre-test and observed the result, researcher found out how far the students' ability to mastering vocabulary, and then gave them the treatment. The treatment that has been given was different in the two classes. The experimental class got the TPR treatment and control class taught by teacher's method. There are several steps that have been done in this treatment, they are:

- a. The researcher explained about the vocabulary
- b. The researcher taught vocabulary to students by using Total Physical Response method
- c. Next, students practiced the vocabulary through action or body movement
- d. After that, a student demonstrated an order or command in front of the class then guessed by another student
- e. Teacher asked students to practiced an order or action and guessed it to each other as much as possible

3. Post-test

After the treatment has been given, the next step is the post-test. The aim of this test is to find out and measure how influential the Total Physical Response treatment that has been given to students in mastering vocabulary. There are several steps that have been done in this post-test, namely:

- a. The researcher prepared the material of the test. There was 50 items for post-test in the form of multiple choices for experimental class and control class.
- b. The researcher gave the answer sheet that has been prepared.
- c. The researcher explained about the instruction of the test.
- d. Students did the test by themselves without asking each other.
- e. Students had 40 minutes to answer the test.
- f. The researcher collected the students' answer sheet.
- g. The researcher checked the students' answer sheet and found out the mean score of both class.

G. Technique of Data Analysis

1. Requirement Test

a. Normality test

To know the normality, the researcher used Chi-Quadrate formula. The formula is:

$$x^2 = \left[\frac{(f_o - f_e)^2}{f_e} \right]$$

Where:

χ^2 = Chi-square

f_o = Frequency is gotten from the sample/result of observation

f_e = Frequency is gotten from the sample as image from

frequency is hoped from the population¹

b. Homogeneity Test

To find the homogeneity, the researcher used Harley test. The formula is:

$$F = \frac{\text{the biggest variant}}{\text{the smallest variant}}$$

Hypotheses is accepted if $F_{(count)} < F_{(table)}$

Hypotheses is rejected if $F_{(count)} > F_{(table)}$

Where:

n_1 = Total of the data that bigger variant

n_2 = Total of the data that smaller variant²

Hypothesis is rejected if $F \leq F_{\frac{1}{2} \alpha}(n_1 - 1)(1 = n_2)$, while if $F_{(count)} > F_{(table)}$, hypothesis is accepted. It determined with significant level 5% (0.05) and dk numerator is (n_1) , while dk detominators is $(n_2 - 1)$.

2. Scoring

¹ Ahmad Nizar, *Statistik*, (Perdana Publishing: 2015), p. 76.

² Kadir, *Statistika Terapan Edisi Kedua*, (Jakarta: PT RajaGrafindo Persada, 2015), p.

To know the score, the researcher used steps below:

- a. Each correct answer is given 2 points
 - b. There are 50 items questions, so total score is $50 \times 2 = 100$
3. Hypothesis Test

This research used t-test formula to know the difference between experimental class and control class. The formula is as follow:

$$t' = \frac{\bar{x}_A - \bar{x}_B}{\sqrt{\left(\frac{S_A^2}{n_A} + \frac{S_B^2}{n_B}\right)}}$$

Where: t' : the value which the statistical significance

\bar{x}_A : the average score of the experimental class

\bar{x}_B : the average score of the control class

S_A^2 : derivational of the experimental class

S_B^2 : derivational of the control class

n_A : number of experimental class

n_B : number of control class³

Hypothesis is accepted when $t_{(count)} > t_{(table)}$.

However, if $t_{(count)} < t_{(table)}$ hypothesis is rejected.

³ Ahmad Nizar, p. 150.

CHAPTER IV

RESULT OF THE RESEARCH

In this chapter, in order to find out the effect of total physical response on students' vocabulary at the eighth grade students SMP Negeri 1 Padangsidimpuan, the researcher has taken the data by using pre-test and post-test. Applying quantitative analysis, the researcher used the formulation to test normality and homogeneity. Then, the researcher described the data as follow:

A. Description of Data

1. Description Data of Pre-Test

a. Pre-Test Score of Experimental Class

Before giving the total physical response treatment, the students was given the pre-test which is multiple choices with 50 questions. Researcher took class VIII-8 as the experimental class. Based on students' answer in pre-test, the researcher calculated the students' score and arranged it from the low score until the high score in interval class form. The researcher calculated it based on statistic formula. The researcher calculated it to get the score of range, interval, mean, median, modus, variant and standard deviation.

The total score of experimental class in pre-test was 1.610, range was 60, interval was 10, mean was 51.62, median was 51.12, modus was 53,

variant was 311.18 and standard deviation was 17.64. The researcher got that the highest score was 86 and the lowest score was 26.

The score of experimental class in pre-test can be seen in the following table:

Table 8. The Score of Experimental Class in Pre-Test

No	Descriptive	Statistics
1	Total Score	1.610
2	Highest Score	86
3	Lowest Score	26
4	Range	60
5	Interval	10
6	Mean	51.62
7	Median	51.12
8	Modus	53
9	Variant	311.18
10	Standard Deviation	17.64

After getting the result of mean, median and modus, next step is determining midpoint of all the intervals. Then, the researcher made it into percentages to see the dominants score that gotten by the students.

The students' score in interval class between 21-30 was 4 students (12.90%), interval 31-40 was 5 students (16.12%), interval 41-50 was 6 students (19.35%), interval 51-60 was 8 students (25.80%), interval 61-70 was 2 students (6.45%), interval 71-80 was 4 students (12.90%), and interval 81-90 was 2 students (6.45%).

The calculation of the frequency distribution of the students' score of experimental class in pre-test could be applied into table frequency distribution as follow:

Table 9. Frequency Distribution of Students' Score

No	Interval	Midpoint	Frequency	Percentages
1	21-30	25.5	4	12.90%
2	31-40	35.5	5	16.12%
3	41-50	45.5	6	19.35%
4	51-60	55.5	8	25.80%
5	61-70	65.5	2	6.45%
6	71-80	75.5	4	12.90%
7	81-90	85.5	2	6.45%
	Σ	388.5	31	100%

The researcher also presented the data in the form of diagram to make description of the data clearly and completely, the diagram as follow:

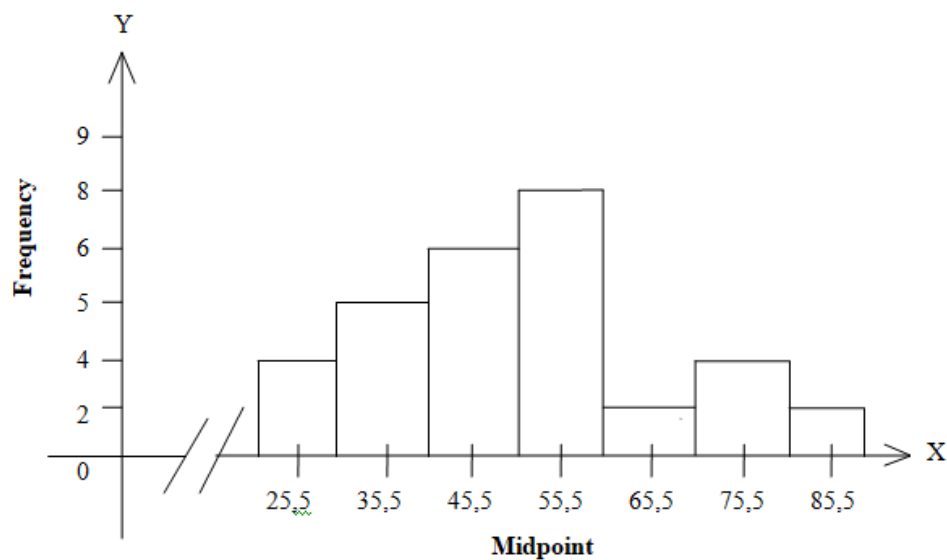


Figure 5. Description Data Pre-Test of Experimental Class

Figure 5 described the students' score based on midpoint. It can be seen the comparison between the lowest score and the highest score. The diagram above showed that the lowest interval 21-30 was 4 students in midpoint 25.5 and the highest interval 81-90 was 2 students in midpoint 85.5.

b. Pre-Test Score of Control Class

In pre-test of control class, the researcher took class VIII-7. The researcher has calculated the students' score and arranged it from the low score until the high score in interval class form. The researcher calculated it based on statistic formula. The researcher calculated it to get the score of range, interval, mean, median, modus, variant and standard deviation.

The total score of control class in pre-test was 1.614, range was 76, interval was 13, mean was 51.64, median was 49.02, modus was 43.82, variant was 315.10 and standard deviation was 17.75. The researcher got the highest score was 90 and the lowest score was 14.

The score of control class in pre-test can be seen in the following table:

Table 10. The Score of Control Class in Pre-Test

No	Descriptive	Statistics
1	Total Score	1.614
2	Highest Score	90
3	Lowest Score	14
4	Range	76
No	Descriptive	Statistics
5	Interval	13

6	Mean	51.64
7	Median	49.02
8	Modus	43.82
9	Variant	315.10
10	Standard Deviation	17.75

After getting the result of mean, median and modus, next step is determining midpoint of all the intervals. Then, the researcher made it into percentages to see the dominants score that gotten by the students.

The students' score in interval class between 10-22 was 2 students (6.45%), interval 23-35 was 2 students (6.45%), interval 36-48 was 11 students (35.48%), interval 49-61 was 6 students (19.35%), interval 62-74 was 8 students (25.80%), interval 75-87 was 1 students (3.22%), and interval 88-100 was 1 students (3.22%). The score could be applied into table frequency distribution as follow:

Table 11. Frequency Distribution of Students' Score

No	Interval	Midpoint	Frequency	Percentages
1	10-22	16	2	6.45%
2	23-35	29	2	6.45%
3	36-48	42	11	35.48%
4	49-61	55	6	19.35%
5	62-74	68	8	25.80%
6	75-87	81	1	3.22%
7	88-100	94	1	3.22%
	Σ	385	31	100%

Based on table 11, to make the data clearly and completely, the researcher presented the data in the form of diagram as follow:

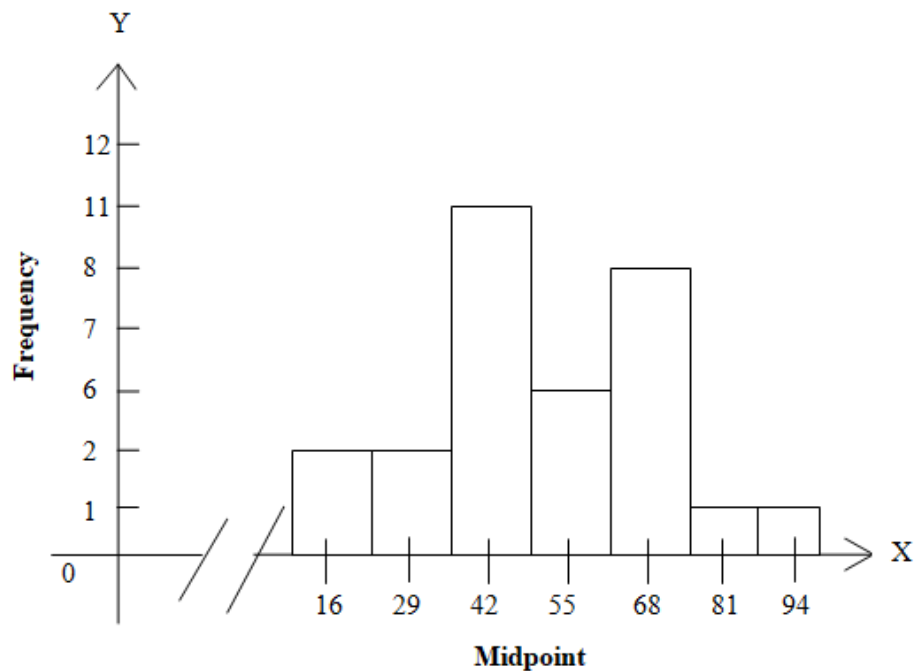


Figure 6. Description Data Pre-Test of Control Class

Figure 6 described the students' score based on midpoint. It can be seen from the comparison between the lowest score and the highest score. The diagram above showed that the lowest interval 10-22 was 2 students in midpoint 16 and the highest interval 88-100 was 1 students in midpoint 94.

2. Description Data of Post-Test

a. Post-Test Score of Experimental Class

After giving the total physical response treatment, students do the post-test to know how total physical response affects the students' vocabulary mastery. The test consists of 50 multiple choices questions. Based on students' answer in post-test, the researcher has calculated the students' score and arranged it from the low score until the high score in interval class

form. The researcher calculated it based on statistic formula. The researcher calculated it to get the score of range, interval, mean, median, modus, variant and standard deviation.

The total score of experimental class in post-test was 2.326, range was 56, interval was 9, mean was 74.80, median was 73.95, modus was 69.72, variant was 235.16 and standard deviation was 15.33. The researcher got the highest score was 98 and the lowest score was 42. The score of experimental class in post-test can be seen in the following table:

Table 12. The Score of Experimental Class in Post-Test

No	Descriptive	Statistics
1	Total Score	2.326
2	Highest Score	98
3	Lowest Score	42
4	Range	56
5	Interval	9
6	Mean	74.80
7	Median	73.95
8	Modus	69.72
9	Variant	235.16
10	Standard Deviation	15.33

After calculating and getting the result of mean, median and modus, next step is determining midpoint of all the intervals. Then, the researcher made it into percentages to see the dominants score that gotten by the students.

The students' score in interval class between 38-46 was 2 students (6.45%), interval 47-55 was 2 students (6.45%), interval 56-64 was 2 students (6.45%), interval 65-73 was 9 students (29.03%), interval 74-82

was 4 students (12.90%), interval 83-91 was 8 students (25.80%), and interval 92-100 was 4 students (12.90%).

Then, the calculation of the frequency distribution of the students' score of experimental class in post-test could be applied into table frequency distribution as follow:

Table 13. Frequency Distribution of Students' Score

No	Interval	Midpoint	Frequency	Percentages
1	38-46	42	2	6.45%
2	47-55	51	2	6.45%
3	56-64	60	2	6.45%
4	65-73	69	9	29.03%
5	74-82	78	4	12.90%
6	83-91	87	8	25.80%
7	92-100	96	4	12.90%
	$i = 9$	483	31	100%

Based on table 13, to make the data clearly and completely, the researcher presented the data in the form of diagram as follow:

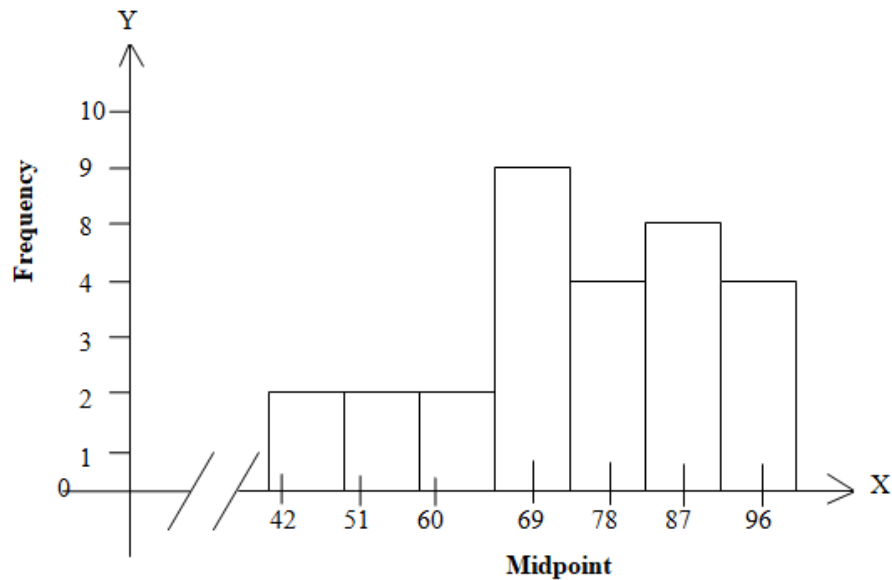


Figure 7. Description Post-Test Data of Experimental Class

The diagram post-test on figure 7 described the students' score based on midpoint. It can be seen the comparison between the lowest score and the highest score. The diagram showed that the lowest interval 38-46 was 2 students in midpoint 42 and the highest interval 92-100 was 4 students in midpoint 96.

b. Post-Test Score of Control Class

The researcher gave the conventional method to students for the treatment, then, students do the post-test. The researcher has calculated the students' score and arranged it from the low score until the high score in interval class form. The researcher calculated it based on statistic formula. The researcher calculated it to get the score of range, interval, mean, median, modus, variant and standard deviation.

The total score of control class in post-test was 1.734, range was 70, interval was 12, mean was 55.33, median was 55.66, modus was 55.9, variant was 233.80 and standard deviation was 15.29. The researcher got the highest score was 90 and the lowest score was 20.

The score of control class in post-test can be seen in the following table:

Table 14. The Score of Control Class in Post-Test

No	Descriptive	Statistics
1	Total Score	1.734
2	Highest Score	90
3	Lowest Score	20
4	Range	70
5	Interval	12
6	Mean	55.33
7	Median	55.66
8	Modus	55.9
9	Variant	233.80
10	Standard Deviation	15.29

After calculating and getting the result of mean, median and modus, next step is determining midpoint of all the intervals. Then, the researcher made it into percentages to see the dominants score that gotten by the students.

The students' score in interval class between 15-26 was 2 students (6.45%), interval 27-38 was 1 students (3.22%), interval 39-50 was 6 students (19.35%), interval 51-62 was 15 students (48.38%), interval 63-74 was 4 students (12.90%), interval 75-86 was 2 students (6.45%), and interval 87-98 was 1 students (3.22%).

Then, the calculation of the frequency distribution of the students' score of control class in post-test could be applied into table frequency distribution as follow:

Table 15. Frequency Distribution of Students' Score

No	Interval	Midpoint	Frequency	Percentages
1	15-26	20.5	2	6.45%
2	27-38	32.5	1	3.22%
3	39-50	44.5	6	19.35%
4	51-62	56.5	15	48.38%
5	63-74	68.5	4	12.90%
6	75-86	80.5	2	6.45%
7	87-98	92.5	1	3.22%
	Σ	395.5	31	100%

Based on table 15, to make the data clearly and completely, the researcher presented the data in the form of diagram as follow:

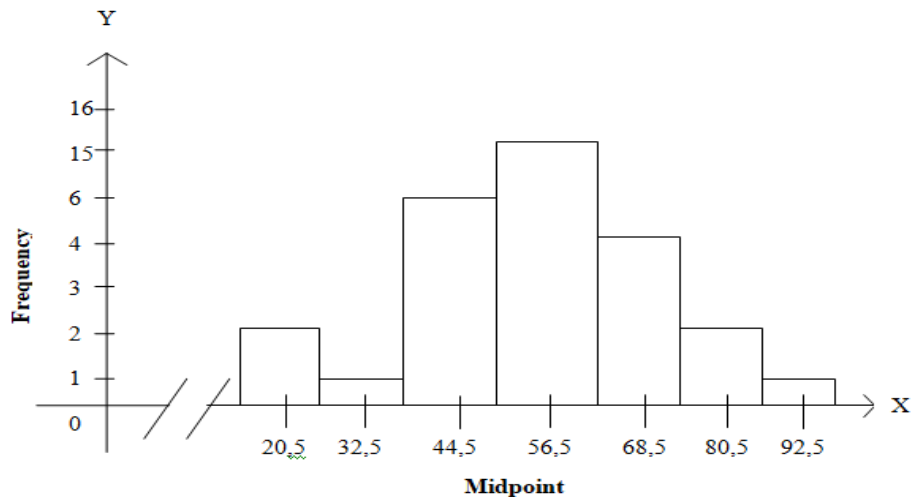


Figure 8. Description Post-Test Data of Control Class

The diagram post-test of control class on figure 8 described the students' score based on midpoint. It can be seen the comparison between the lowest

score and the highest score. The diagram showed that the lowest interval 15-26 was 2 students in midpoint 20.5 and the highest interval 87-98 was 1 student in midpoint 92.5.

3. Description of Comparison Score of Pre-Test and Post-Test

a. Comparison Score of Pre-Test and Post-Test in Experimental Class

After getting the result of experimental class in pre-test and post-test, the researcher made the data comparison in the form of table. The results of pre-test and post-test score will be compared the differences. The result data consists of total score, highest score, lowest score, range, interval, mean, median, modus, variant and standard deviation.

The comparison score between pre-test and post-test of experimental class can be seen in the following table:

Table 16. The Comparison Data of Experimental Class in Pre-test and Post-Test

No	Description	Pre-Test	Post-Test
1	Total Score	1.610	2.326
2	Highest Score	86	98
3	Lowest score	26	42
4	Range	60	56
5	Interval	10	9
6	Mean	51.62	74.80
7	Median	51.12	73.95
8	Modus	53	69.72
9	Variant	311.18	235.16
10	Standard Deviation	17.64	15.33

Based on table 16, the researcher found that most of students got low score in pre-test. As experimental class, VIII-10 consists of 31 students. The

VIII-10 class get the lowest score in pre-test was 26 and the highest score was 86. But, after get the treatment, the post-test of students VIII-10 get the lowest score was 42 and the highest score was 98. Based on this data, it can be concluded that the students' vocabulary mastery score was higher in the post-test than the students' score in pre-test.

b. Comparison Score of Pre-Test and Post-Test in Control Class

After getting the result of control class in pre-test and post-test, the researcher made the data comparison in the form of table. The results of pre-test and post-test score will be compared the differences. The result data consists of total score, highest score, lowest score, range, interval, mean, median, modus, variant and standard deviation.

The comparison score between pre-test and post-test of control class can be seen in the following table:

Table 17. The Comparison Data of Control Class in Pre-Test and Post-Test

No	Description	Pre-Test	Post-Test
1	Total Score	1.614	1.734
2	Highest Score	90	90
3	Lowest score	14	20
4	Range	76	70
5	Interval	13	12
6	Mean	51.64	55.33
7	Median	49.02	55.66
8	Modus	43.82	55.9
9	Variant	315.10	233.80
10	Standard Deviation	17.75	15.29

Based on table 17, the researcher found that most of students got low score in pre-test. Become control class, VIII-7 which consists of 31 students also increase in the post-test. The VIII-7 class get the lowest score in pre-test was 14 and the highest score was 90. But, in the post-test, the students VIII-7 get the lowest score was 20 and the highest score was 90. Based on this data, it can be concluded that the students' vocabulary mastery in control class also increase, which the students' score was higher in the post-test than the students' score in pre-test.

B. Data Analysis

1. Requirement Test

a. Normality and Homogeneity of Experimental Class and Control Class in Pre-Test

After knowing the score of pre-test, the researcher calculated the normality test by using Chi-Quadrate formula. The researcher found χ^2_{count}

by calculating the data, while x_{table}^2 found based on the table of Chi-Quadrate distribution. Then, after found the normality test, the researcher calculated the homogeneity test by using Harley test. The researcher calculates the data to find out f_{count} , while f_{table} found based on the table of homogeneity distribution. The researcher presented the normality and homogeneity test in the following table:

Table 18. Normality and Homogeneity in Pre-Test

Class	Normality Test		Homogeneity Test	
	x_{count}^2	x_{table}^2	f_{count}	f_{table}
Experimental Class	1.169	12.592	1.01 < 4.17	
Control Class	0.169	12.592		

Based on table 18, the score of experimental class $x_{count}^2 = 1.169 < x_{table}^2 = 12.592$ with $n = 31$ and control class $x_{count}^2 = 0.169 < x_{table}^2 = 12.592$ with $n = 31$ and real level $\alpha 0.05$. Cause $x_{count}^2 < x_{table}^2$ in the both class, so, H_a was accepted. It means that experimental class and control class were distributed normal.

The coefficient of $f_{count} = 1.01$, and compared with f_{table} . Where f_{table} was determined at the real level $\alpha 0.05$, and the different numerator $dk = n - 1 = 31 - 1 = 30$ and denominator $dk n - 1 = 31 - 1 = 30$. So, by using the list of critical value at F distribution is got $f_{0,05} = 4.17$. It showed that $f_{count} < f_{table}$ which is $1.01 < 4.17$. Therefore, the researcher concluded that the variant from the data of the students' vocabulary mastery at the eighth grade students SMP Negeri 1 Padangsidempuan in

experimental and control class of pre-test was homogeneous. The calculation can be seen in the appendix.

b. Normality and Homogeneity of Experimental Class and Control Class in Post-Test

Next is post-test. After knowing the score of post-test, the researcher calculated the normality test by using Chi-Quadrate formula. The researcher found χ^2_{count} by calculating the data, while χ^2_{table} found based on the table of Chi-Quadrate distribution. Then, after found the normality test, the researcher calculated the homogeneity test by using Harley test. The researcher calculates the data to find out f_{count} , while f_{table} found based on the table of homogeneity distribution. The researcher presented the normality and homogeneity test in the following table:

Table 19. Normality and Homogeneity in Post-Test

Class	Normality Test		Homogeneity Test	
	χ^2_{count}	χ^2_{table}	f_{count}	f_{table}
Experimental Class	-8.409	12.592	1.00 < 4.17	
Control Class	2.480	12.592		

Based on table 19, the score of experimental class $\chi^2_{count} = -8.409 < \chi^2_{table} = 12.592$ with $n = 31$ and control class $\chi^2_{count} = 2.480 < \chi^2_{table} = 12.592$ with $n = 31$ and real level $\alpha 0.05$. Cause $\chi^2_{count} < \chi^2_{table}$ in the both

class, so, H_a was accepted. It means that experimental class and control class were distributed normal.

The coefficient of $f_{count} = 1.00$, and compared with f_{table} . Where f_{table} was determined at the real level $\alpha 0.05$, and the different numerator $dk = n - 1 = 31 - 1 = 30$ and denominator $dk n - 1 = 31 - 1 = 30$. So, by using the list of critical value at F distribution is got $f_{0.05} = 4.17$. It showed that $f_{count} < f_{table}$ which is $1.00 < 4.17$. Therefore, the researcher concluded that the variant from the data of the students' vocabulary mastery at the eighth grade students SMP Negeri 1 Padangsidimpuan in experimental and control class of pre-test was homogeneous. The calculation can be seen in the appendix.

2. Hypothesis Test

The researcher has found that the normality and homogeneity test are normal and homogenous. Next, based on the result, the researcher used parametric test by using T-test to analyze the hypothesis. Alternative hypothesis of the research was "there is a significant effect of total physical response to students' vocabulary mastery at the eighth grade students of SMP negeri 1 Padangsidimpuan".

The result of t_{table} found after calculating the data by using t-test formula. The hypothesis test has two criteria. First, if $t_{count} < t_{table}$, H_0 is

accepted. Second, if $t_{count} > t_{table}$, H_a is accepted. Based on researcher calculation in pre-test, the researcher found that, t_{count} -0.018 while t_{table} 2.000 with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 31 + 31 - 2 = 60$. Cause, $t_{count} < t_{table}$ (-0.018 < 2.000), it means that hypothesis H_a was rejected and H_0 was accepted. So, in pre-test, both classes were same. There is no difference in the both classes. But, in post-test researcher found that t_{count} 19.66 while t_{table} 2.000 with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 31 + 31 - 2 = 60$. Cause $t_{count} > t_{table}$ (19.66 > 2.000), it means that hypothesis H_a was accepted and H_0 was rejected. The calculation can be seen on the appendix 17 and 18.

Table 20. Result of T-test from Both Average

Pre-test		Post-test	
t_{count}	t_{table}	t_{count}	t_{table}
-0.018	2.000	19.66	2.000

In this case, the mean score of experimental class by using Total Physical Response method was 74.80 and mean score of control class was 55.33 which taught by using conventional method. So, there is a significant effect of total physical response to students' vocabulary mastery at the eighth grade students SMP negeri 1 Padangsidempuan.

C. Discussion

The researcher has found the result of this research and then compares the result with previous research. First, Ilwana found the mean score in pre-test was 5.15 and post-test was 7.76.¹ While, this research found the mean score in pre test was 51.62 and post-test was 74.80. She found the hypothesis test was $t_{count} > t_{table}$ ($4.20 > 1.67$), while this research found which $t_{count} > t_{table}$ ($19.66 > 2.000$). There is significant difference between the two researches. Several factors may have influenced each of these researches, such as in the number of samples or the difference in the interest of each student in carrying out the test.

Second, Fadiana, et al, found the score of pre-test was 1240 and post-test was 1880. While, this research found 1610 and post-test was 2326. She found the mean score in pre-test was 53.91 and post-test was 81.74.² This research found the mean score in pre-test was 51.62 and post-test was 74.80. The hypothesis test was $t_{count} > t_{table}$ ($13.777 > 2.080$) and this research found $t_{count} > t_{table}$ ($19.66 > 2.000$). The difference in the result of these researches could be caused by the way of giving treatment of the different type of form of questions.

Third, Sariyati found the mean score of pre-test was 8.38 and post-test 12.67.³ While, this research found 51.62 in pre-test and 74.80 in post-test. The hypothesis

¹ Ilwana, "The Effectiveness of Total Physical Response (TPR) to Enhance Students' Vocabulary Mastery".

² Devi Fadiana, et al, "Teaching Vocabulary by Using Total Physical Response.".

³ Sariyati, "The Effectiveness of TPR (Total Physical Response) Method in English Vocabulary Mastery of Elementary School Children."

test was $t_{count} > t_{table}$ ($0.804 > 0.05$) and this research found $t_{count} > t_{table}$ ($19.66 > 2.000$). The difference in the results of the two researches may be due to the difference in the formula used.

Fourth, Susanti found the score in pre-test was 2280 and post-test 2645, while this research found 1610 in pre-test and 2326 in post-test. The mean score of pre-test was 73.54 and post-test was 85.32.⁴ While, this research found the mean score in pre-test was 51.62 and post-test was 74.80. She found the hypothesis test was $t_{count} > t_{table}$ ($0.24 > 0.05$), and this research found $t_{count} > t_{table}$ ($19.66 > 2.000$). The factors that make the results of these researches different could be due to differences in formula and subject.

Fifth, Saban, et al, found the mean score of pre-test was 45 and post-test was 84. While, this research found mean score in pre-test was 51.62 and post-test was 74.80. They got the hypothesis test was $t_{count} > t_{table}$ ($25 > 0.5$).⁵ While, this research got $t_{count} > t_{table}$ ($19.66 > 2.000$). The difference from these two researches may occur due to the number of samples and how to calculate the value.

Based on the result of this research and comparing with previous research, it proves that Total Physical Response is a method that can help students improve vocabulary mastery. This theory is reinforced by Asher said Total Physical Response is valuable for internalizing any new vocabulary item. Total Physical

⁴ Susanti, "Teaching English Vocabulary Using Total Physical Response (TPR) Method At Elementary School."

⁵ Saban, Wahid, and Marisalawerang, "The Effect of Total Physical Response (TPR) in Teaching English Vocabulary."

Response has significantly accelerated the acquisition of English as a second language”.⁶ Besides, Widodo also said “Total Physical Response is a good method for learning vocabulary”.⁷ So, total physical response is a method that is sufficiently recommended for teachers to increase students’ vocabulary.

D. Threats of the Research

There were some threats that faced by the researcher when conducting this research, as follows:

1. The researcher did not know whether the students’ test result were did by themselves purely or cheating from each other.
2. Some of students tried to disturb their friends during the lesson.
3. Some of students are lazy or feel embarrassed to demonstrate an activity related to the learning process.

⁶ James J. Asher, *Learning Another Language Through Actions* (USA: Sky Oaks Production, Inc., 2012), p. 3-3, 3-4.

⁷ Handoyo Puji Widodo, “Teaching Children Using Total Physical Response Method,” *Bahasa Dan Seni*, 2005, 235–48.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, the researcher got the conclusion as follows:

1. Before learning by using Total Physical Response, students' vocabulary mastery was unsatisfied. It can be seen from the mean score of pre-test in experimental class was 51.62, the students' vocabulary mastery is enough.
2. After learning by using Total Physical Response, students' vocabulary mastery increasing became better than before. It can be seen from the mean score of pre-test in experimental class was 74.80, the students' vocabulary mastery is higher.
3. There is a significant effect of Total Physical Response to students' vocabulary mastery at the eighth grade students SMP Negeri 1 Padangsidimpuan. It can be seen from the result of t-test. The result of t-test found that t_{count} was higher than t_{table} which is $19.66 > 2.000$. It means H_a is accepted.

B. Suggestion

After finishing the research, the researcher got many information and knowledge in English teaching and learning process. Therefore, the researcher has some suggestions, as follows:

1. For teachers in order to apply a method to the learning process.

2. For the next researcher, in order to be able to conduct a research with different and broader subject and object.

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Appendix 1 Experimental Class

Rencana Pelaksanaan Pembelajaran (RPP)

Nama Sekolah	: SMP Negeri 1 Padangsidempuan
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/I
Tema	: Vocabulary of Verb
Alokasi Waktu	: 2 x 40 Menit

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Memiliki perilaku jujur, disiplin, tanggung jawab, peduli, hidup sehat, mandiri, santun, kreatif, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar

- 1.3. Mensyukuri karunia dan rahmat Tuhan Yang Maha Esa yang telah menciptakan manusia dan lingkungannya.
- 2.4. Menunjukkan perilaku santun, peduli dan menghargai perbedaan dalam interaksi manusia dengan lingkungan dan teman sebaya.

- 3.3. Menelaah kosakata dalam sebuah teks atau dialog disekitar peserta didik yang didengar atau dibaca.
- 4.2. Mengidentifikasi kosakata kedalam jenisnya masing masing.
- 4.3. Memahami makna dalam sebuah kosakata dengan baik dan benar.
- 4.4. Melafalkan kosakata dengan baik dan benar.

C. Indikator Pencapaian Kompetensi

1. Mengidentifikasi kosakata kedalam verb.
2. Memahami makna kosakata.

D. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan mampu:

1. Mengidentifikasi jenis kosakata kedalam verb.
2. Menghafalkan kosakata verb beserta terjemahannya.
3. Menuliskan kosakata verb dengan ejaan yang benar.

E. Materi Pembelajaran: Observing, Giving Order and Asking Question

F. Metode/Strategi Pembelajaran: Total Physical Response Method

G. Media/Alat dan Sumber Pembelajaran

Media/Alat: Papan tulis, spidol, penghapus, text book, kamus, gambar atau benda yang berkaitan dengan materi

Sumber: Buku bahasa Inggris “When English Rings a Bell” kemendikbud 2013, internet

H. Langkah-Langkah Pembelajaran:

Teacher's Activity	Procedures	Students' Activity
<p>Pre-teaching</p> <ol style="list-style-type: none"> 1. Guru membuka kelas dengan salam, berdoa dan memeriksa daftar 		<ol style="list-style-type: none"> 1. Siswa menjawab salam 2. Salah satu murid memimpin doa bersama 3. Siswa mengangkat tangan dan

kehadiran siswa		mengatakan “hadir”
Teacher’s Activity	Procedures	Students’ Activity
1. Guru menyampaikan tujuan dan manfaat dari pembelajaran, memotivasi siswa dan menanyakan tentang materi terakhir kemudian menghubungkannya dengan materi baru		1. Siswa memperhatikan 2. Siswa menjawab pertanyaan dari guru dengan mengangkat tangan
While-teaching 1. Guru menjelaskan materi pembelajaran	Introductory Techniques: 1. Mengucapkan dan memberikan contoh perintah kepada	1. Siswa mendengarkan guru 2. Siswa mencoba untuk melaksanakan perintah
1. Guru memberikan beberapa contoh dari kosakata	2. Memberikan 2 dua item kosakata	1. Siswa memperhatikan 2. Siswa membuat sebuah pilihan antara dua item
1. Guru memberikan lebih banyak contoh dari kosakata	3. Memberikan lebih banyak contoh kosakata	1. Siswa memperhatikan 2. Siswa membuat pilihan antara tiga item 3. Jika siswa salah menebak, diberikan pengulangan

Teacher's Activity	Procedures	Students' Activity
1. Guru memperkenalkan sebuah item baru	4. Menjelaskan kepada siswa apa yang dilakukan, apakah melalui gerakan tubuh atau isyarat tambahan lainnya	1. Siswa memperhatikan 2. Siswa menanggapi guru
1. Guru menjelaskan materi baru	5. Menjelaskan materi baru dengan melaksanakan perintah	1. Siswa memperhatikan Students pay attention 2. Siswa membuat catatan
1. Guru menjelaskan materi secara lebih luas	Working Techniques: 6. Menyediakan item-item dalam situasi yang berbeda dan dapat menggabungkan kosakata	1. Siswa memperhatikan 2. Siswa membuat kosnep ke situasi lain
1. Guru mengambil langkah pelan dalam memperkenalkan materi	7. Memberikan contoh kosakata dalam bentuk kalimat	1. Siswa memperhatikan 2. Siswa membuat catatan
1. Guru menjelaskan artinya	8. Menjelaskan arti dari kosakata	1. Siswa memperhatikan 2. Siswa mencoba mencari tahu arti kosakata di kamus
1. Guru menjelaskan beberapa functional words	9. Menambahkan beberapa Adds functional words seperti from, with, and, etc	1. Siswa memperhatikan 2. Siswa membuat catatan

Teacher's Activity	Procedures	Students' Activity
1. Guru mengingatkan siswa materi yang sebelumnya	10. Mengingatn tentang materi sebelumnya	1. Siswa memperhatikan 2. Siswa menjawab dan menanggapi guru
1. Guru menjelaskan tentang equivalent dan sinonim	11. Memperkenalkan equivalent dan sinonim	1. Siswa memperhatikan 2. Siswa membuat catatan
1. Guru memberikan lebih banyak contoh kalimat perintah	12. Memberikan contoh kalimat perintah Gives	1. Siswa belajar lebih banyak tentang kalimat perintah secara individu 2. Siswa mempraktekkan kalimat perintah melalui sebuah aksi atau gerakan
1. Guru memperkenalkan lebih banyak kosakata yang belum tercakup dengan baik	13. Memperkenalkan lebih banyak kosakata	1. Siswa memperhatikan 2. Siswa membuat catatan
Post-teaching 1. Guru mengapresiasi usaha siswa selama pembelajaran dilakukan		1. Siswa memperhatikan
Teacher's Activity	Procedures	Students' Activity

1. Guru menanyakan siswa tentang materi yang kurang dipahami		1. Siswa menanggapi guru
1. Guru menyimpulkan pembelajaran		1. Siswa memperhatikan
1. Guru menutup kelas dengan salam		1. Siswa mengucapkan salam kepada guru

I. Rubrik Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrument	Instrument Soal
1. Mengidentifikasi kosakata dalam bentuk verb 2. Mengetahui terjemahan kosakata	Tes tulisan	Pilihan ganda	Memilih jawaban yang sesuai dengan petunjuk soal

Keterangan skor:

Jumlah skor maksimal keseluruhan : 100

Skor setiap jawaban yang benar : 2

Jumlah skor keseluruhan : $2 \times 50 = 100$

Padangsidempuan, 2022

Mengetahui,
Guru Bahasa Inggris

Peneliti

Aisyah Nasution, S.Pd.
NIP. 196309241986 01 2002

Okta Mulyani Hasibuan
NIM. 18 203 000 83

Appendix 2 Control Class

Rencana Pelaksanaan Pembelajaran (RPP)

Nama Sekolah : SMP Negeri 1 Padangsidempuan

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/I

Tema : Vocabulary of Verb

Alokasi Waktu : 2 x 40 Menit

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Memiliki perilaku jujur, disiplin, tanggung jawab, peduli, hidup sehat, mandiri, santun, kreatif, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar

- 1.3. Mensyukuri karunia dan rahmat Tuhan Yang Maha Esa yang telah menciptakan manusia dan lingkungannya.
- 2.4. Menunjukkan perilaku santun, peduli dan menghargai perbedaan dalam interaksi manusia dengan lingkungan dan teman sebaya.

- 3.3. Menelaah kosakata dalam sebuah teks atau dialog di sekitar peserta didik yang didengar atau dibaca.
- 4.2. Mengidentifikasi kosakata kedalam jenisnya masing masing.
- 4.3. Memahami makna dalam sebuah kosakata dengan baik dan benar.
- 4.4. Melafalkan kosakata dengan baik dan benar.

C. Indikator Pencapaian Kompetensi

1. Mengidentifikasi kosakata kedalam verb.
2. Memahami makna kosakata.

D. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan mampu:

1. Mengidentifikasi jenis kosakata kedalam verb.
2. Menghafalkan kosakata verb beserta terjemahannya.
3. Menuliskan kosakata verb dengan ejaan yang benar.

E. Materi Pembelajaran: Observing, Giving Order and Asking Question

F. Metode/Strategi Pembelajaran: Teacher’s Method

G. Media/Alat dan Sumber Pembelajaran

Media/Alat: Papan tulis, spidol, penghapus, text book, kamus, gambar atau benda yang berkaitan dengan materi

Sumber: Buku bahasa Inggris “When English Rings a Bell” kemendikbud 2013

H. Langkah-Langkah Pembelajaran:

Teacher’s Activity	Procedures	Students’ Activity
<p>Pre-teaching</p> <ol style="list-style-type: none"> 1. Guru membuka kelas dengan salam, berdoa dan memeriksa daftar kehadiran siswa 		<ol style="list-style-type: none"> 1. Siswa menjawab salam 2. Salah satu murid memimpin doa bersama 3. Siswa mengangkat tangan dan

		mengatakan “hadir”
Teacher’s Activity	Procedures	Students’ Activity
1. Guru menyampaikan tujuan dan manfaat dari pembelajaran, memotivasi siswa dan menanyakan tentang materi terakhir kemudian menghubungkannya dengan materi baru		1. Siswa memperhatikan 2. Siswa menjawab pertanyaan dari guru dengan mengangkat tangan
While-teaching 1. Guru menjelaskan materi	1. Menjelaskan dan memberikan contoh kosakata	1. Siswa memperhatikan 2. Siswa membuat catatan
1. Guru mengucapkan kosakata	2. Mengucapkan kosakata	1. Siswa memperhatikan Students pay attention 2. Siswa mengulangi pengucapan setelah
1. Guru menyuruh siswa untuk mencari arti kosakata di kamus	3. Memberikan lebih banyak contoh kosakata	1. Siswa membuat catatan Students take some notes 2. Siswa mencari arti kosakata
Teacher’s Activity	Procedures	Students’ Activity

1. Guru menyuruh siswa menghapalkan kosakata	5. Menghapal kosakata	1. Siswa menghapal kosakata 2. Siswa menyetor hapalan mereka
Post-teaching 1. Guru memberikan tugas kepada siswa		1. Siswa memperhatikan 2. Siswa membuat catatan
1. Guru menyuruh siswa menghapal lebih banyak kosakata dari kata kerja		1. Siswa menanggapi guru
1. Guru menyimpulkan pembelajaran		1. Siswa memperhatikan
1. Guru menutup kelas dengan salam		1. Siswa mengucapkan salam kepada guru

I. Rubrik Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrument	Instrument Soal
1. Mengidentifikasi kosakata dalam bentuk verb 2. Mengetahui terjemahan kosakata	Tes tulisan	Pilihan ganda	Memilih jawaban yang sesuai dengan petunjuk soal

Keterangan skor:

Jumlah skor maksimal keseluruhan : 100

Skor setiap jawaban yang benar : 2

Jumlah skor keseluruhan : 2 x 50 = 100

Padangsidempuan, 2022

Mengetahui,

Guru Bahasa Inggris

Peneliti

Aisyah Nasution, S.Pd.
NIP.19630924 198601 2 002

Okta Mulyani Hasibuan
NIM. 18 203 000 83

86

Appendix 3

Instrument for Pre-Test

Nama: Betrice Rotua Sianturi

Kelas: VIII-10

Instruction:

1. Tulis nama, kelas pada lembar jawaban yang tersedia
2. Jawablah pertanyaan-pertanyaan di bawah ini
3. Bacalah pertanyaan dengan benar dan teliti
4. Pilihlah jawaban yang benar dengan memberi tanda silang (X) pada salah satu jawaban
5. Periksalah jawaban anda dengan teliti sebelum dikumpulkan kepada guru
6. Waktu yang tersedia 45 menit

Choose the correct answer by crossing (X) a, b, c, or d!

1. ... the door!
a. And
 Open
c. Cow
d. Long
2. ... the window!
a. Smart
b. To
c. Big
 Close
3. ... your bag!
 Put
b. Star
c. Beautiful
d. In
4. ... your book!
a. What
 Take
c. With
d. Many
5. ... your task!
a. House
b. Lazy
c. Do
 Clever
6. ... a flower!
a. Colorful
b. Draw
 Beautiful
d. Rose
7. ... the instruction!
a. Diligent
b. Ugly
 Follow
d. Paper
8. ... your sock!
 Wash
b. Tired
c. Hungry
d. White

9. Can I ... your scissor?

- Borrow
- b. Two

10. I ... ruler

- a. Them
- Have

11. I ... a doll

- a. Cute
- b. Bear

12. She ... her nails

- a. Cuts
- Beautiful

13. He ... a gift

- a. Party
- b. Doll

14. They ... a mountain

- a. Big
- Draw

15. She ... to library

- a. Money
- b. Book

16. ... in the whiteboard

- Write
- b. Marker

17. Why don't you ... tie?

- Tidy
- b. Uniform

18. ... your task!

- a. Happy
- b. Sad

19. I ... my class will win the class decorating contest this semester

- a. And
- Think

20. ... to your friend!

- Listen
- b. Doll

21. ... at the picture!

- a. Door
- Look

- c. Sick
- d. Pencil

- c. Clever
- d. My

- c. Size
- Buy

- c. Long
- d. Finger

- c. Fast
- Gives

- c. Fire
- d. Color

- Goes
- d. Tomorrow

- c. To
- d. Wrong

- c. On
- d. Wear

- c. At
- Collect

- c. Amazing
- d. Together

- c. Book
- d. Friendly

- c. Stupid
- d. Bus

22. I ... high score in English subject

- a. Task
- b. Exam

- c. Get
- d. Happy

23. We are sad when we ... school farewell

- a. Are
- b. Celebrate

- c. Friends
- d. Amazing

24. My mother ... me to come home soon

- a. And
- b. Angry

- c. Bored
- d. Call

25. I always ... milk every morning

- a. Drink
- b. With

- c. Good
- d. Chocolate

26. Collect your task!

- a. Kumpul
- b. Periksa

- c. Kembali
- d. Tunjuksn

27. Throw the rubbish!

- a. Ambil
- b. Buang

- c. Bersihkan
- d. Bakar

28. Don't sleep in the class!

- a. Bermain
- b. Tidur

- c. Ribut
- d. Malas

29. Spell your name!

- a. Eja
- b. Tulis

- c. Siapa
- d. Sebutkan

30. I will follow you on Instagram

- a. Bergabung
- b. Datang

- c. Melihat
- d. Mengikuti

31. Find the answer!

- a. Temukan
- b. Sombong

- c. Pintar
- d. Dan

32. I don't care

- a. Bosan
- b. Peduli

- c. Kemana
- d. Marah

33. I live in Padangsidempuan

- a. Sering
- b. Senang

- c. Ke
- d. Tinggal

34. Don't forget your task

- a. Ingat
- b. Lupa

- c. Kerjakan
- d. Malas

35. Read the teks

- a. Baca
- b. Karena

- c. Kemarin
- d. Rajin

36. Borrow your friend's book

- a. Beli
- b. Cepat

- c. Pinjam
- d. Minta

37. She orders a coffee

- a. Membeli
- b. Memesan

- c. Panas
- d. Banyak

38. I will change my uniform

- a. Mencari
- b. Mengganti

- c. Mengambil
- d. Merubah

39. I will dance at the teacher's day celebration tomorrow

- a. Menyanyi
- b. Bahagia

- c. Melonjat
- d. Menari

40. Mention your favorite food

- a. Membeli
- b. Berbicara

- c. Sebutkan
- d. Jelaskan

41. Choose your dress

- a. Beli
- b. Pilih

- c. Meminjam
- d. Pakai

42. I forget the answer

- a. Harus
- b. Bisa

- c. Lupa
- d. Mendapat

43. They bring many food

- a. Makan
- b. Membawa

- c. Mengambil
- d. Menyimpan

44. Don't lie to me

- a. Berbohong
- b. Berdosa

- c. Marah
- d. Bicara

45. I study with my tutor

- a. Mengajar
- b. Bekerja

- c. Mengerjakan
- d. Belajar

46. My father smokes outside the hospital

- a. Merokok
- b. Perokok

- c. Menghirup
- d. Asap

47. I feel sad this morning

- a. Suka
- b. Merasa

- c. Rasa
- d. Sedih

48. My sister and I swim in the river

- a. Mandi
- b. Senang

- c. Kakak
- Berenang

49. I wash my clothes in washing machine

- a. Mesin cuci
- b. Pakaian

- Menyuci
- d. Menyikat

50. Arrange the sentence!

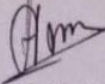
- a. Acak
- Susun

- c. Baca
- d. Pahami

Padangsidempuan, 22 Juli 2022

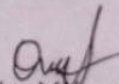
Mengetahui,

Validator



Aisyah Nasution, S.Pd.
NIP. 19630924N198601 2 002

Researcher



Okta Maryani Hasibuan
NIM. 18 203 00083

Appendix 3

Instrument for Pre-Test

Nama: RHOMA DHANI

Kelas: VIII - 10

Instruction:

1. Tulis nama, kelas pada lembar jawaban yang tersedia
2. Jawablah pertanyaan-pertanyaan di bawah ini
3. Bacalah pertanyaan dengan benar dan teliti
4. Pilihlah jawaban yang benar dengan memberi tanda silang (X) pada salah satu jawaban
5. Periksalah jawaban anda dengan teliti sebelum dikumpulkan kepada guru
6. Waktu yang tersedia 45 menit

Choose the correct answer by crossing (X) a, b, c, or d!

1. ... the door!
a. And
 b. Open
c. Cow
d. Long
2. ... the window!
a. Smart
b. To
 c. Big
 d. Close
3. ... your bag!
 a. Put
b. Star
c. Beautiful
d. In
4. ... your book!
a. What
 b. Take
c. With
d. Many
5. ... your task!
a. House
b. Lazy
 c. Do
d. Clever
6. ... a flower!
a. Colorful
 b. Draw
c. Beautiful
d. Rose
7. ... the instruction!
 a. Diligent
b. Ugly
 c. Follow
d. Paper
8. ... your sock!
a. Wash
 b. Tired
 c. Hungry
d. White

9. Can I ... your scissor?

- a. Borrow
- b. Two

10. I ... ruler

- a. Them
- b. Have

11. I ... a doll

- a. Cute
- b. Bear

12. She ... her nails

- a. Cuts
- b. Beautiful

13. He ... a gift

- a. Party
- b. Doll

14. They ... a mountain

- a. Big
- b. Draw

15. She ... to library

- a. Money
- b. Book

16. ... in the whiteboard

- a. Write
- b. Marker

17. Why don't you ... tie?

- a. Tidy
- b. Uniform

18. ... your task!

- a. Happy
- b. Sad

19. I ... my class will win the class decorating contest this semester

- a. And
- b. Think

20. ... to your friend!

- a. Listen
- b. Doll

21. ... at the picture!

- a. Door
- b. Look

- c. Sick
- d. Pencil

- c. Clever
- d. My

- c. Size
- d. Buy

- c. Long
- d. Finger

- c. Fast
- d. Gives

- c. Fire
- d. Color

- c. Goes
- d. Tomorrow

- c. To
- d. Wrong

- c. On
- d. Wear

- c. At
- d. Collect

- c. Amazing
- d. Together

- c. Book
- d. Friendly

- c. Stupid
- d. Bus

22. I ... high score in English subject

- a. Task
- b. Exam

23. We are sad when we ... school farewell

- a. Are
- b. Celebrate

24. My mother ... me to come home soon

- a. And
- b. Angry

25. I always ... milk every morning

- a. Drink
- b. With

26. Collect your task!

- a. Kumpul
- b. Periksa

27. Throw the rubbish!

- a. Ambil
- b. Buang

28. Don't sleep in the class!

- a. Bermain
- b. Tidur

29. Spell your name!

- a. Eja
- b. Tulis

30. I will follow you on Instagram

- a. Bergabung
- b. Datang

31. Find the answer!

- a. Temukan
- b. Sombong

32. I don't care

- a. Bosan
- b. Peduli

33. I live in Padangsidempuan

- a. Sering
- b. Senang

34. Don't forget your task

- a. Ingat
- b. Lupa

- c. Get
- d. Happy

- c. Friends
- d. Amazing

- c. Bored
- d. Call

- c. Good
- d. Chocolate

- c. Kembali
- d. Tunjuksn

- c. Bersihkan
- d. Bakar

- c. Ribut
- d. Malas

- c. Siapa
- d. Sebutkan

- c. Melihat
- d. Mengikuti

- c. Pintar
- d. Dan

- c. Kemana
- d. Marah

- c. Ke
- d. Tinggal

- c. Kerjakan
- d. Malas

35. Read the teks

- a. Baca
- b. Karena

36. Borrow your friend's book

- a. Beli
- b. Cepat

37. She orders a coffee

- a. Membeli
- b. Memesan

38. I will change my uniform

- a. Mencari
- b. Mengganti

39. I will dance at the teacher's day celebration tomorrow

- a. Menyanyi
- b. Bahagia

40. Mention your favorite food

- a. Membeli
- b. Berbicara

41. Choose your dress

- a. Beli
- b. Pilih

42. I forget the answer

- a. Harus
- b. Bisa

43. They bring many food

- a. Makan
- b. Membawa

44. Don't lie to me

- a. Berbohong
- b. Berdosa

45. I study with my tutor

- a. Mengajar
- b. Bekerja

46. My father smokes outside the hospital

- a. Merokok
- b. Perokok

47. I feel sad this morning

- a. Suka
- b. Merasa

- c. Kemarin
- d. Rajin

- c. Pinjam
- d. Minta

- c. Panas
- d. Banyak

- c. Mengambil
- d. Merubah

- c. Melonjat
- d. Menari

- c. Sebutkan
- d. Jelaskan

- c. Meminjam
- d. Pakai

- c. Lupa
- d. Mendapat

- c. Mengambil
- d. Menyimpan

- c. Marah
- d. Bicara

- c. Mengerjakan
- d. Belajar

- c. Menghirup
- d. ASAP

- c. Rasa
- d. Sedih

48. My sister and I swim in the river

- a. Mandi
- b. Senang

- c. Kakak
- d. Berenang

49. I wash my clothes in washing machine

- a. Mesin cuci
- b. Pakaian

- c. Menyuci
- d. Menyikat

50. Arrange the sentence!

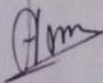
- a. Acak
- b. Susun

- c. Baca
- d. Pahami

Padangsidempuan, 22 Juli 2022

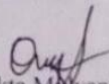
Mengetahui,

Validator



Aisyah Nasution, S.Pd.
NIP. 19630924N198601 2 002

Researcher



Okta Mulyani Hasibuan
NIM. 18 203 00083

Appendix 3

Instrument for Pre-Test

Nama: IWAN AL RIZKI MSB

Kelas: VIII - 10

Instruction:

1. Tulis nama, kelas pada lembar jawaban yang tersedia
2. Jawablah pertanyaan-pertanyaan di bawah ini
3. Bacalah pertanyaan dengan benar dan teliti
4. Pilihlah jawaban yang benar dengan memberi tanda silang (X) pada salah satu jawaban
5. Periksa jawaban anda dengan teliti sebelum dikumpulkan kepada guru
6. Waktu yang tersedia 45 menit

Choose the correct answer by crossing (X) a, b, c, or d!

1. ... the door!

<ul style="list-style-type: none"> <input checked="" type="checkbox"/> a. And <input checked="" type="checkbox"/> b. Open 	<ul style="list-style-type: none"> c. Cow d. Long
---	---
2. ... the window!

<ul style="list-style-type: none"> <input checked="" type="checkbox"/> a. Smart b. To 	<ul style="list-style-type: none"> c. Big d. Close
---	--
3. ... your bag!

<ul style="list-style-type: none"> a. Put b. Star 	<ul style="list-style-type: none"> c. Beautiful <input checked="" type="checkbox"/> d. In
---	---
4. ... your book!

<ul style="list-style-type: none"> a. What b. Take 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> c. With d. Many
--	--
5. ... your task!

<ul style="list-style-type: none"> <input checked="" type="checkbox"/> a. House b. Lazy 	<ul style="list-style-type: none"> c. Do d. Clever
---	--
6. ... a flower!

<ul style="list-style-type: none"> <input checked="" type="checkbox"/> a. Colorful <input checked="" type="checkbox"/> b. Draw 	<ul style="list-style-type: none"> c. Beautiful d. Rose
--	---
7. ... the instruction!

<ul style="list-style-type: none"> <input checked="" type="checkbox"/> a. Diligent b. Ugly 	<ul style="list-style-type: none"> c. Follow d. Paper
--	---
8. ... your sock!

<ul style="list-style-type: none"> a. Wash b. Tired 	<ul style="list-style-type: none"> c. Hungry <input checked="" type="checkbox"/> d. White
---	---

9. Can I ... your scissor?

a. Borrow

b. Two

10. I ... ruler

a. Them

b. Have

11. I ... a doll

a. Cute

b. Bear

12. She ... her nails

a. Cuts

b. Beautiful

13. He ... a gift

a. Party

b. Doll

14. They ... a mountain

a. Big

b. Draw

15. She ... to library

a. Money

b. Book

16. ... in the whiteboard

a. Write

b. Marker

17. Why don't you ... tie?

a. Tidy

b. Uniform

18. ... your task!

a. Happy

b. Sad

19. I ... my class will win the class decorating contest this semester

a. And

b. Think

20. ... to your friend!

a. Listen

b. Doll

21. ... at the picture!

a. Door

b. Look

c. Sick

d. Pencil

c. Clever

d. My

c. Size

d. Buy

a. Long

d. Finger

c. Fast

d. Gives

c. Fire

d. Color

c. Goes

a. Tomorrow

c. To

d. Wrong

c. On

a. Wear

c. At

d. Collect

c. Amazing

d. Together

c. Book

a. Friendly

c. Stupid

a. Bus

22. I ... high score in English subject

- a. Task
- b. Exam

- c. Get
- Happy

23. We are sad when we ... school farewell

- a. Are
- b. Celebrate

- Friends
- d. Amazing

24. My mother ... me to come home soon

- a. And
- b. Angry

- c. Bored
- Call

25. I always ... milk every morning

- a. Drink
- b. With

- c. Good
- d. Chocolate

26. Collect your task!

- a. Kumpul
- b. Periksa

- Kembali
- d. Tunjuksn

27. Throw the rubbish!

- a. Ambil
- b. Buang

- c. Bersihkan
- d. Bakar

28. Don't sleep in the class!

- a. Bermain
- b. Tidur

- c. Ribut
- d. Malas

29. Spell your name!

- a. Eja
- b. Tulis

- Siapa
- d. Sebutkan

30. I will follow you on Instagram

- a. Bergabung
- b. Datang

- c. Melihat
- Mengikuti

31. Find the answer!

- a. Temukan
- b. Sombong

- c. Pintar
- d. Dan

32. I don't care

- a. Bosan
- b. Peduli

- c. Kemana
- d. Marah

33. I live in Padangsidempuan

- a. Sering
- b. Senang

- Ke
- d. Tinggal

34. Don't forget your task

- a. Ingat
- b. Lupa

- Kerjakan
- d. Malas

35. Read the teks

- a. Baca
- b. Karena

36. Borrow your friend's book

- a. Beli
- b. Cepat

37. She orders a coffee

- a. Membeli
- b. Memesan

38. I will change my uniform

- a. Mencari
- b. Mengganti

39. I will dance at the teacher's day celebration tomorrow

- a. Menyanyi
- b. Bahagia

40. Mention your favorite food

- a. Membeli
- b. Berbicara

41. Choose your dress

- a. Beli
- b. Pilih

42. I forget the answer

- a. Harus
- b. Bisa

43. They bring many food

- a. Makan
- b. Membawa

44. Don't lie to me

- a. Berbohong
- b. Berdosa

45. I study with my tutor

- a. Mengajar
- b. Bekerja

46. My father smokes outside the hospital

- a. Merokok
- b. Perokok

47. I feel sad this morning

- a. Suka
- b. Merasa

- c. Kemarin
- d. Rajin

- c. Pinjam
- d. Minta

- c. Panas
- d. Banyak

- c. Mengambil
- d. Merubah

- c. Melonjat
- d. Menari

- c. Sebutkan
- d. Jelaskan

- c. Meminjam
- d. Pakai

- c. Lupa
- d. Mendapat

- c. Mengambil
- d. Menyimpan

- c. Marah
- d. Bicara

- c. Mengerjakan
- d. Belajar

- c. Menghirup
- d. Asap

- c. Rasa
- d. Sedih

48. My sister and I swim in the river

- a. Mandi
- b. Senang

- c. Kakak
- Berenang

49. I wash my clothes in washing machine

- a. Mesin cuci
- Pakaian

- c. Menyuci
- d. Menyikat

50. Arrange the sentence!

- a. Acak
- b. Susun

- c. Baca
- Pahami

Padangsidempuan, 22 Juli 2022

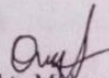
Mengetahui,

Validator



Aisyah Nasution, S.Pd.
NIP. 19630924N198601 2 002

Researcher



Okta Mulyani Hasibuan
NIM. 18 203 00083

98

Appendix 4

Instrument for Post-Test

Nama: Bonita Cintami Hariboon

Kelas: VIII - 10

Instruction:

1. Tulis nama, kelas pada lembar jawaban yang tersedia
2. Jawablah pertanyaan-pertanyaan di bawah ini
3. Bacalah pertanyaan dengan benar dan teliti
4. Pilihlah jawaban yang benar dengan memberi tanda silang (X) pada salah satu jawaban
5. Periksalah jawaban anda dengan teliti sebelum dikumpulkan kepada guru
6. Waktu yang tersedia 45 menit

Choose the correct answer by crossing (X) a, b, c, or d!

- | | |
|---|--|
| 1. ... the paper! | |
| <input checked="" type="checkbox"/> a. Share | c. Lazy |
| <input type="checkbox"/> b. Pencil | d. Then |
| 2. ... the event! | |
| <input checked="" type="checkbox"/> a. Happy | c. Many |
| <input checked="" type="checkbox"/> b. Join | d. Friends |
| 3. ... some vocabulary! | |
| <input checked="" type="checkbox"/> a. Dictionary | <input checked="" type="checkbox"/> c. Mention |
| <input type="checkbox"/> b. Ugly | d. Hungry |
| 4. ... your dictionary! | |
| <input checked="" type="checkbox"/> a. Bring | c. Bored |
| <input type="checkbox"/> b. Bag | d. Busy |
| 5. ... the class! | |
| <input checked="" type="checkbox"/> a. In | c. Teacher |
| <input checked="" type="checkbox"/> b. Clean | d. Busy |
| 6. She ... earrings | |
| <input checked="" type="checkbox"/> a. Two | c. Is |
| <input checked="" type="checkbox"/> b. Buys | d. To |
| 7. ... your money! | |
| <input checked="" type="checkbox"/> a. Save | c. I |
| <input type="checkbox"/> b. Many | d. Rich |
| 8. Students should ... hat during the ceremony | |
| <input checked="" type="checkbox"/> a. Good | c. Tidy |
| <input type="checkbox"/> b. Hot | <input checked="" type="checkbox"/> d. Wear |

9. I ~~am~~ eraser for Math class
a. Lazy
b. Am
10. We ~~are~~ the same watch!
~~a. Have~~
b. Cool
11. ... ~~is~~ the rubbish!
~~a. Throw~~
b. To
12. ... ~~is~~ your teeth!
~~a. Low~~
b. Dirty
13. Don't ... ~~be~~ your friend!
~~a. Disturb~~
b. Now
14. They ... ~~are~~ Indonesia Raya song
~~a. Angry~~
b. After
15. ... ~~is~~ them to your party!
~~a. Happy~~
b. Doll
16. ... ~~is~~ the ball!
~~a. Happy~~
~~b. Kick~~
17. Don't ... ~~be~~ in the class!
~~a. Laugh~~
b. Sad
18. Don't ... ~~be~~ your time!
~~a. Money~~
~~b. Waste~~
19. ... ~~is~~ the door!
~~a. Push~~
b. Important
20. We should ... ~~be~~ before study
~~a. Calm~~
~~b. Pray~~
21. I ... ~~am~~ to buy a bag for my mother's birthday later
~~a. Want~~
b. Will
- ~~a. Need~~
d. Hard
- c. Ring
d. Are
- c. Tidy
d. Smell
- ~~a. Brush~~
d. Bored
- c. Can
d. Interesting
- ~~a. Sing~~
d. Slow
- c. Cake
~~a. Invite~~
- c. Amazing
d. Mountain
- c. Nervous
d. Table
- c. Lazy
d. Cheap
- c. To
d. Key
- c. Strong
d. There
- c. Am
d. Happy

22. She ... me about her secret

a. Is

b. Bored

c. Amazed

d. Tells

23. I ... my cat in my grandma's house

a. And

b. Happy

c. Leave

d. Sad

24. They ... Math subject because it is difficult

a. Hate

b. Are

c. Angry

d. Interested

25. My brother ... game everyday

a. Him

b. Plays

c. To

d. Lazy

26. We watch football game at school

a. Suka

b. Bertanding

c. Jam tangan

d. Menonton

27. Could you count number in English?

a. Menghitung

b. Menebak

c. Menunggu

d. Menjumlahkan

28. We promise to do the task together

a. Bersama

b. Tugas

c. Berjanji

d. Melakukan

29. We eat a large pizza

a. Makan

b. Minum

c. Besar

d. Lapar

30. Borrow your friend's pen!

a. Pinjam

b. Cepat

c. Bosan

d. Mahal

31. Give your task!

a. Kemana

b. Berikan

c. Tunjukkan

d. Lihat

32. Cut the flower!

a. Pergi

b. Siram

c. Buang

d. Potong

33. Take your book!

a. Letakkan

b. Cari

c. Berikan

d. Ambil

34. Prepare yourself for the exam!

a. Rajin

b. Besok

c. Penting

d. Persiapkan

35. My father works in the bank
a. Kepada
b. Kecewa
c. Meminjam
d. Bekerja
36. We will start learning vocabulary next week
a. Bersiap
b. Pertama
c. Belajar
d. Mulai
37. They believe in myths
a. Percaya
b. Benci
c. Suka
d. Mendengar
38. I promise to my mother
a. Belanja
b. Bersama
c. Pergi
d. Berjanji
39. I find money on the road
a. Memiliki
b. Banyak
c. Membeli
d. Menemukan
40. Teacher explains the lesson
a. Mengajar
b. Menjelaskan
c. Member
d. Tugas
41. The birds fly high
a. Banyak
b. Jauh
c. Terbang
d. Burung
42. My mother makes a cake
a. Suka
b. Membeli
c. Memanggang
d. Membuat
43. My father drinks a coffee
a. Minum
b. Makan
c. Kopi
d. Akan
44. I drive a car to office
a. Memakai
b. Menyetir
c. Macet
d. Mobil
45. My sister can speak English well
a. Berbicara
b. Bahasa
c. Bercerita
d. Dapat
46. I lose playing chess with my father
a. Menang
b. Bermain
c. Kalah
d. Mengalah
47. My friend falls while climbing the mango tree
a. Memanjat
b. Jatuh
c. Terluka
d. Sakit

48. They fight when the teacher is in a meeting

- a. Berkelahi
- b. Semangat

49. She hurts my heart

- a. Berdarah
- b. Bersedih

50. Come to the office!

- a. Pergi
- b. Lari

- c. Rapat
- d. Bersama

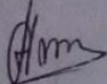
- c. Menyakiti
- d. Sakit

- c. Kembali
- d. Datang

Padangsidempuan, 22 Juli 2022

Mengetahui,

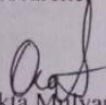
Validator



Arsyah Nasution, S.Pd.

NIP. 19630924N198601 2 002

Researcher



Okta Mulyani Hasibuan

NIM. 18 203 00083

Appendix 20

TABEL
NILAI-NILAI DALAM DISTRIBUSI t

α untuk uji dua pihak (<i>two tail test</i>)						
	0,50	0,20	0,10	0,05	0,02	0,01
α untuk uji satu pihak (<i>one tail test</i>)						
dk	0,25	0,10	0,05	0,025	0,01	0,005
1	1,000	3,078	6,314	12,706	31,821	63,657
2	0,816	1,886	2,920	4,303	6,965	9,925
3	0,765	1,638	2,353	3,182	4,541	5,841
4	0,741	1,533	2,132	2,776	3,747	4,604
5	0,727	1,486	2,015	2,571	3,365	4,032
6	0,718	1,440	1,943	2,447	3,143	3,707
7	0,711	1,415	1,895	2,365	2,998	3,499
8	0,706	1,397	1,860	2,306	2,896	3,403
9	0,703	1,383	1,833	2,262	2,821	3,250
10	0,700	1,372	1,812	2,228	2,764	3,165
11	0,697	1,363	1,796	2,201	2,718	3,106
12	0,695	1,356	1,782	2,178	2,681	3,055
13	0,692	1,350	1,771	2,160	2,650	3,012
14	0,691	1,345	1,761	2,145	2,624	2,977
15	0,690	1,341	1,753	2,132	2,623	2,947
16	0,689	1,337	1,746	2,120	2,583	2,921
17	0,688	1,333	1,740	2,110	2,567	2,898
18	0,688	1,330	1,743	2,101	2,552	2,878
19	0,687	1,328	1,729/	2,093	2,539	2,861
20	0,687	1,325	1,725	2,086	2,528	2,845
21	0,686	1,323	1,721	2,080	2,518	2,831
22	0,686	1,321	1,717	2,074	2,508	2,819
23	0,685	1,319	1,714	2,069	2,500	2,807
24	0,685	1,318	1,711	2,064	2,492	2,797
25	0,684	1,316	1,708	2,060	2,485	2,787
26	0,684	1,315	1,706	2,056	2,479	2,779
27	0,684	1,314	1,703	2,052	2,473	2,771
28	0,683	1,313	1,701	2,048	2,467	2,763
29	0,683	1,311	1,699	2,045	2,462	2,756
30	0,683	1,310	1,697	2,042	2,457	2,750
40	0,681	1,303	1,684	2,021	2,423	2,704
60	0,679	1,296	1,671	2,000	2,390	2,660
120	0,677	1,289	1,658	1,980	2,358	2,617
∞	0,674	1,282	1,645	1,960	2,326	2,576

Appendix 21

TABEL VI
NILAI-NILAI CHI KUADRAT

dk	Taraf signifikansi					
	50%	30%	20%	10%	5%	1%
1	0,455	1,074	1,642	2,706	3,481	6,635
2	0,139	2,408	3,219	3,605	5,591	9,210
3	2,366	3,665	4,642	6,251	7,815	11,341
4	3,357	4,878	5,989	7,779	9,488	13,277
5	4,351	6,064	7,289	9,236	11,070	15,086
6	5,348	7,231	8,558	10,645	12,592	16,812
7	6,346	8,383	9,803	12,017	14,017	18,475
8	7,344	9,524	11,030	13,362	15,507	20,090
9	8,343	10,656	12,242	14,684	16,919	21,666
10	9,342	11,781	13,442	15,987	18,307	23,209
11	10,341	12,899	14,631	17,275	19,675	24,725
12	11,340	14,011	15,812	18,549	21,026	26,217
13	12,340	15,19	16,985	19,812	22,368	27,688
14	13,332	16,222	18,151	21,064	23,685	29,141
15	14,339	17,322	19,311	22,307	24,996	30,578
16	15,338	18,418	20,465	23,542	26,296	32,000
17	16,337	19,511	21,615	24,785	27,587	33,409
18	17,338	20,601	22,760	26,028	28,869	34,805
19	18,338	21,689	23,900	27,271	30,144	36,191
20	19,337	22,775	25,038	28,514	31,410	37,566
21	20,337	23,858	26,171	29,615	32,671	38,932
22	21,337	24,939	27,301	30,813	33,924	40,289
23	22,337	26,018	28,429	32,007	35,172	41,638
24	23,337	27,096	29,553	33,194	35,415	42,980
25	24,337	28,172	30,675	34,382	37,652	44,314
26	25,336	29,246	31,795	35,563	38,885	45,642
27	26,336	30,319	32,912	36,741	40,113	46,963
28	27,336	31,391	34,027	37,916	41,337	48,278
29	28,336	32,461	35,139	39,087	42,557	49,588
30	29,336	33,530	36,250	40,256	43,775	50,892

Appendix 22

TABEL
NILAI-NILAI UNTUK DISTRIBUSI F

v2 = dk penyebut	v1 = dk pembilang															
	1	2	3	4	5	6	7	8	9	10	11	12	14	16	20	
1	0.100	39.86	49.50	53.59	55.83	57.24	58.20	58.91	59.44	59.86	60.19	60.47	60.71	61.07	61.35	61.74
	0.050	161.4	199.5	215.7	224.6	230.2	234.0	236.8	238.9	240.5	241.9	243.0	243.9	245.4	246.5	248.0
	0.025	647.8	799.5	864.2	899.6	921.8	937.1	948.2	956.7	963.3	968.6	973.0	976.7	982.5	986.9	993.1
	0.010	4052	4999	5403	5625	5764	5859	5928	5981	6022	6056	6083	6106	6143	6170	6209
	0.005	16211	19999	21615	22500	23056	23437	23715	23925	24091	24224	24334	24426	24572	24681	24836
2	0.100	8.53	9.00	9.16	9.24	9.29	9.33	9.35	9.37	9.38	9.39	9.40	9.41	9.42	9.43	9.44
	0.050	18.51	19.00	19.16	19.25	19.30	19.33	19.35	19.37	19.38	19.40	19.40	19.41	19.42	19.43	19.45
	0.025	38.51	39.00	39.17	39.25	39.30	39.33	39.36	39.37	39.39	39.40	39.41	39.41	39.43	39.44	39.45
	0.010	98.50	99.00	99.17	99.25	99.30	99.33	99.36	99.37	99.39	99.40	99.41	99.42	99.43	99.44	99.45
	0.005	198.50	199.00	199.17	199.25	199.30	199.33	199.36	199.37	199.39	199.40	199.41	199.42	199.43	199.44	199.45
3	0.100	5.54	5.46	5.39	5.34	5.31	5.28	5.27	5.25	5.24	5.23	5.22	5.22	5.20	5.20	5.18
	0.050	10.13	9.55	9.28	9.12	9.01	8.94	8.89	8.85	8.81	8.79	8.76	8.74	8.71	8.69	8.66
	0.025	17.44	16.04	15.44	15.10	14.88	14.73	14.62	14.54	14.47	14.42	14.37	14.34	14.28	14.23	14.17
	0.010	34.12	30.82	29.46	28.71	28.24	27.91	27.67	27.49	27.35	27.23	27.13	27.05	26.92	26.83	26.69
	0.005	55.55	49.80	47.47	46.19	45.39	44.84	44.43	44.13	43.88	43.69	43.52	43.39	43.17	43.01	42.78
4	0.100	4.54	4.32	4.19	4.11	4.05	4.01	3.98	3.95	3.94	3.92	3.91	3.90	3.88	3.86	3.84
	0.050	7.71	6.94	6.59	6.39	6.26	6.16	6.09	6.04	6.00	5.96	5.94	5.91	5.87	5.84	5.80
	0.025	12.22	10.65	9.98	9.60	9.36	9.20	9.07	8.98	8.90	8.84	8.79	8.75	8.68	8.63	8.56
	0.010	21.20	18.00	16.69	15.98	15.52	15.21	14.98	14.80	14.66	14.55	14.45	14.37	14.25	14.15	14.02
	0.005	31.33	26.28	24.26	23.15	22.46	21.97	21.62	21.35	21.14	20.97	20.82	20.70	20.51	20.37	20.17
5	0.100	4.06	3.78	3.62	3.52	3.45	3.40	3.37	3.34	3.32	3.30	3.28	3.27	3.25	3.23	3.21
	0.050	6.61	5.79	5.41	5.19	5.05	4.95	4.88	4.82	4.77	4.74	4.70	4.68	4.64	4.60	4.56
	0.025	10.01	8.43	7.76	7.39	7.15	6.98	6.85	6.76	6.68	6.62	6.57	6.52	6.46	6.40	6.33
	0.010	16.26	13.27	12.06	11.39	10.97	10.67	10.46	10.29	10.16	10.05	9.96	9.89	9.77	9.68	9.55
	0.005	22.78	18.31	16.53	15.56	14.94	14.51	14.20	13.96	13.77	13.62	13.49	13.38	13.21	13.09	12.90
6	0.100	3.78	3.46	3.29	3.18	3.11	3.05	3.01	2.98	2.96	2.94	2.92	2.90	2.88	2.86	2.84
	0.050	5.99	5.14	4.76	4.53	4.39	4.28	4.21	4.15	4.10	4.06	4.03	4.00	3.96	3.92	3.87
	0.025	8.81	7.26	6.60	6.23	5.99	5.82	5.76	5.60	5.52	5.46	5.41	5.37	5.30	5.24	5.17
	0.010	13.75	10.92	9.78	9.15	8.75	8.47	8.26	8.10	7.98	7.87	7.79	7.72	7.60	7.52	7.40
	0.005	18.63	14.54	12.92	12.03	11.46	11.07	10.79	10.57	10.39	10.25	10.13	10.03	9.88	9.76	9.59
7	0.100	3.59	3.26	3.07	2.96	2.88	2.83	2.78	2.75	2.72	2.70	2.68	2.67	2.64	2.62	2.59
	0.050	5.59	4.74	4.35	4.12	3.97	3.87	3.79	3.73	3.68	3.64	3.60	3.57	3.53	3.49	3.44
	0.025	8.07	6.54	5.89	5.52	5.29	5.12	4.99	4.90	4.82	4.76	4.71	4.67	4.60	4.54	4.47
	0.010	12.25	9.55	8.45	7.85	7.46	7.19	6.99	6.84	6.72	6.62	6.54	6.47	6.36	6.28	6.16
	0.005	16.24	12.40	10.88	10.05	9.52	9.16	8.89	8.68	8.51	8.38	8.27	8.18	8.03	7.91	7.75
8	0.100	3.46	3.11	2.92	2.81	2.73	2.67	2.62	2.59	2.56	2.54	2.52	2.50	2.48	2.45	2.42
	0.050	5.32	4.46	4.07	3.84	3.69	3.58	3.50	3.44	3.39	3.35	3.31	3.28	3.24	3.20	3.15
	0.025	7.57	6.06	5.42	5.05	4.82	4.65	4.53	4.43	4.36	4.30	4.24	4.20	4.13	4.08	4.00
	0.010	11.26	8.65	7.59	7.01	6.63	6.37	6.18	6.03	5.91	5.81	5.73	5.67	5.56	5.48	5.36
	0.005	14.69	11.04	9.60	8.81	8.30	7.95	7.69	7.50	7.34	7.21	7.10	7.01	6.87	6.76	6.61

Distribusi F

v2 = dk penyebut		v1 = dk pembilang														
		1	2	3	4	5	6	7	8	9	10	11	12	14	16	20
28	0.010	7.68	5.49	4.60	4.11	3.78	3.56	3.39	3.26	3.15	3.06	2.99	2.93	2.82	2.75	2.63
	0.005	9.34	6.49	5.36	4.74	4.34	4.06	3.85	3.69	3.56	3.45	3.36	3.28	3.16	3.07	2.93
	0.100	2.89	2.50	2.29	2.16	2.06	2.00	1.94	1.90	1.87	1.84	1.81	1.79	1.75	1.73	1.69
	0.050	4.20	3.34	2.95	2.71	2.56	2.45	2.36	2.29	2.24	2.19	2.15	2.12	2.06	2.02	1.96
	0.025	5.61	4.22	3.63	3.29	3.06	2.90	2.78	2.69	2.61	2.55	2.49	2.45	2.37	2.32	2.23
	0.010	7.64	5.45	4.57	4.07	3.75	3.53	3.36	3.23	3.12	3.03	2.96	2.90	2.79	2.72	2.60
0.005	9.28	6.44	5.32	4.70	4.30	4.02	3.81	3.65	3.52	3.41	3.32	3.25	3.12	3.03	2.89	
29	0.100	2.89	2.50	2.28	2.15	2.06	1.99	1.93	1.89	1.86	1.83	1.80	1.78	1.75	1.72	1.68
	0.050	4.18	3.33	2.93	2.70	2.55	2.43	2.35	2.28	2.22	2.18	2.14	2.10	2.05	2.01	1.94
	0.025	5.59	4.20	3.61	3.27	3.04	2.88	2.76	2.67	2.59	2.53	2.48	2.43	2.36	2.30	2.21
	0.010	7.60	5.42	4.54	4.04	3.73	3.50	3.33	3.20	3.09	3.00	2.93	2.87	2.77	2.69	2.57
	0.005	9.23	6.40	5.28	4.66	4.26	3.98	3.77	3.61	3.48	3.38	3.29	3.21	3.09	2.99	2.86
	30	0.100	2.88	2.49	2.28	2.14	2.05	1.98	1.93	1.88	1.85	1.82	1.79	1.77	1.74	1.71
0.050		4.17	3.32	2.92	2.69	2.53	2.42	2.33	2.27	2.21	2.16	2.13	2.09	2.04	1.99	1.93
0.025		5.57	4.18	3.59	3.25	3.03	2.87	2.75	2.65	2.57	2.51	2.46	2.41	2.34	2.28	2.20
0.010		7.56	5.39	4.51	4.02	3.70	3.47	3.30	3.17	3.07	2.98	2.91	2.84	2.74	2.66	2.55
0.005		9.18	6.35	5.24	4.62	4.23	3.95	3.74	3.58	3.45	3.34	3.25	3.18	3.06	2.96	2.82
40		0.100	2.84	2.44	2.23	2.09	2.00	1.93	1.87	1.83	1.79	1.76	1.74	1.71	1.68	1.65
	0.050	4.08	3.23	2.84	2.61	2.45	2.34	2.25	2.18	2.12	2.08	2.04	2.00	1.95	1.90	1.84
	0.025	5.42	4.05	3.46	3.13	2.90	2.74	2.62	2.53	2.45	2.39	2.33	2.29	2.21	2.15	2.07
	0.010	7.31	5.18	4.31	3.83	3.51	3.29	3.12	2.99	2.89	2.80	2.73	2.66	2.56	2.48	2.37
	0.005	8.83	6.07	4.98	4.37	3.99	3.71	3.51	3.35	3.22	3.12	3.03	2.95	2.83	2.74	2.60
	60	0.100	2.79	2.39	2.18	2.04	1.95	1.87	1.82	1.77	1.74	1.71	1.68	1.66	1.62	1.59
0.050		4.00	3.15	2.76	2.53	2.37	2.25	2.17	2.10	2.04	1.99	1.95	1.92	1.86	1.82	1.75
0.025		5.29	3.93	3.34	3.01	2.79	2.63	2.51	2.41	2.33	2.27	2.22	2.17	2.09	2.03	1.94
0.010		7.08	4.98	4.13	3.65	3.34	3.12	2.95	2.82	2.72	2.63	2.56	2.50	2.39	2.31	2.20
0.005		8.49	5.79	4.73	4.14	3.76	3.49	3.29	3.13	3.01	2.90	2.82	2.74	2.62	2.53	2.39
120		0.100	2.75	2.35	2.13	1.99	1.90	1.82	1.77	1.72	1.68	1.65	1.63	1.60	1.56	1.53
	0.050	3.92	3.07	2.68	2.45	2.29	2.18	2.09	2.02	1.96	1.91	1.87	1.83	1.78	1.73	1.66
	0.025	5.15	3.80	3.23	2.89	2.67	2.52	2.39	2.30	2.22	2.16	2.10	2.05	1.98	1.92	1.82
	0.010	6.85	4.79	3.95	3.48	3.17	2.96	2.79	2.66	2.56	2.47	2.40	2.34	2.23	2.15	2.03
	0.005	8.18	5.54	4.50	3.92	3.55	3.28	3.09	2.93	2.81	2.71	2.62	2.54	2.42	2.33	2.19
	240	0.100	2.73	2.32	2.11	1.97	1.87	1.80	1.74	1.70	1.66	1.63	1.60	1.57	1.53	1.50
0.050		3.88	3.03	2.64	2.41	2.25	2.14	2.05	1.98	1.92	1.87	1.83	1.79	1.73	1.69	1.61
0.025		5.09	3.75	3.17	2.84	2.62	2.46	2.34	2.25	2.17	2.10	2.05	2.00	1.92	1.86	1.77
0.010		6.74	4.69	3.86	3.40	3.09	2.88	2.71	2.59	2.48	2.40	2.32	2.26	2.16	2.08	1.96
0.005		8.03	5.42	4.39	3.82	3.45	3.19	2.99	2.84	2.71	2.61	2.52	2.45	2.33	2.23	2.09
500		0.100	2.72	2.31	2.09	1.96	1.86	1.79	1.73	1.68	1.64	1.61	1.58	1.56	1.52	1.49
	0.050	3.86	3.01	2.62	2.39	2.23	2.12	2.03	1.96	1.90	1.85	1.81	1.77	1.71	1.66	1.59
	0.025	5.05	3.72	3.14	2.81	2.59	2.43	2.31	2.22	2.14	2.07	2.02	1.97	1.89	1.83	1.74
	0.010	6.69	4.65	3.82	3.36	3.05	2.84	2.68	2.55	2.44	2.36	2.28	2.22	2.12	2.04	1.92
	0.005	7.95	5.35	4.33	3.76	3.40	3.14	2.94	2.79	2.66	2.56	2.48	2.40	2.28	2.19	2.04
	∞	0.100	2.71	2.30	2.08	1.94	1.85	1.77	1.72	1.67	1.63	1.60	1.57	1.55	1.50	1.47
0.050		3.84	3.00	2.60	2.37	2.21	2.10	2.01	1.94	1.88	1.83	1.79	1.75	1.69	1.64	1.57
0.025		5.02	3.69	3.12	2.79	2.57	2.41	2.29	2.19	2.11	2.05	1.99	1.94	1.87	1.80	1.71
0.010		6.64	4.61	3.78	3.32	3.02	2.80	2.64	2.51	2.41	2.32	2.25	2.18	2.08	2.00	1.88
0.005		7.88	5.30	4.28	3.72	3.35	3.09	2.90	2.74	2.62	2.52	2.43	2.36	2.24	2.14	2.00

VALIDATION LETTER

I am the one who signed this letter

Name : Aisyah Nasution, S.Pd.

Job : English Teacher in SMP Negeri 1 Padangsidempuan

Has provided interview guide sheet on students' vocabulary mastery test for completeness of the research entitled:

"The Effect Of Total Physical Response on Students' Vocabulary Mastery at the Eighth Grade Students SMP Negeri 1 Padangsidempuan"

Arranged by:

Name : Okta Mulyani Hasibuan

NIM : 18 203 00083

Faculty : Tarbiyah and Teacher Training Faculty

Department : English Education Department (TBI-3)

The input that I have given as follow:

1. Use simple sentence
2. Add vocabulary
3. Add question

With hope, the input and assessments that given can be used to complete in obtaining the quality of guidelines for good interview.

Padangsidempuan, 18 August 2022

Validator



Aisyah Nasution, S.Pd.
NIP. 196309241986012002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
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Website: <https://fik.iain-padangsidempuan.ac.id> E-Mail: fik@iain-padangsidempuan.ac.id

// Agustus 2022

Nomor : B2390/In.14/E.1/PP.009/08/2022
Tempo :
Perihal : Pengesahan Judul dan Penunjukan Pembimbing Skripsi

Kepada Yth:

1. Dr. Eka Sustri Harida, M. Pd. (Pembimbing I)
2. Sri Rahmadhani Siregar, M.Pd. (Pembimbing II)

Assalamu'alaikum Wr. w.b.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

Nama : Okta Mulyani Hasibuan
NIM : 18 203 00933
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : The Effect of Total Physical Response on Students' Vocabulary Mastery at The Eighth Grade Students SMP Negeri 1 Padangsidempuan

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Institut Agama Islam Negeri Padangsidempuan Nomor 400 Tahun 2021 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

Mengetahui
an. Dekan
Wakil Dekan Bidang Akademik



Dr. Eka Sustri Harida, S.Psi., M.A
NIP. 19801224 200604 2 001

Ketua Program Studi TBI

Fitri Rayani Siregar, M.Hum.
NIP. 19820731 200912 2 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN
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Jalan T. Rizal Nurdin Km 4,5 Sihlång Kota Padang Sidempuan 22733
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Nomor: B -2440 /In.14/E.1/TL.00/08/2022
Hal : Izin Penelitian
Penyelesaian Skripsi

Agustus 2022

Yth. Kepala SMP Negeri 1 Padangsidempuan
Kota Padangsidempuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Okta Mulyani Hasibuan
NIM : 1820300083
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Alamat : Jl. Prof H. M Yamin

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "The Effect of Total Physical Respons on Students' Vocabulary Mastery at the Eighth Grade Students SMP Negeri 1 Padangsidempuan".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

Padangsidempuan, 15 Agustus 2022
Wakil Dekan Bidang Akademik

Yulianti Syafrida Siregar, S.Psi, M.A.
19801224 200604 2 001



PEMERINTAH KOTA PADANG SIDEMPUAN
DINAS PENDIDIKAN
SMP NEGERI 1 PADANG SIDEMPUAN
Jalan Mesjid Raya Baru No. 3 Telp. (0634) 21443
PADANG SIDEMPUAN UTARA 22719

SURAT KETERANGAN PENELITIAN

No. 422.7 /134 / MN / 2022

Yang bertanda tangan di bawah ini :

Nama : **BATRAS, M.Pd.**
NIP : 19750422 200502 1 004
Pangkat / Golongan : Pembina Tk.I, IV/b
Jabatan : Kepala SMP Negeri 1 Padang Sidempuan

dengan ini menerangkan bahwa :

Nama : OKTA MULYANI HASIBUAN
NIM : 1820300083
Prodi : TADRIS BAHASA INGGRIS
Tahun Akademik : 2021/2022

Adalah benar telah melaksanakan penelitian dengan metode *The Effect Of Total Physical Response On Students' Vocabulary Mastery At The Eighth Grade Students di SMP Negeri 1 Padang Sidempuan* di sekolah yang kami pimpin dari tanggal 18 Agustus s/d 31 Agustus 2022

Demikianlah surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan seperlunya.

Padang Sidempuan, 31 Agustus 2022
Kepala SMP Negeri 1 Padang Sidempuan



BATRAS, M.Pd.
NIP. 19750422 200502 1 004