

**THE EFFECTIVENESS OF USING TOTAL PHYSICAL RESPONSE
METHOD TO IMPROVE STUDENTS' VOCABULARY
ACQUISITION AT SEVENTH GRADE CLASS OF
MTS NEGERI 3 DONGGALA**



A THESIS

*Submitted as A partial to Fulfillment of Requirement for the Degree of Sarjana
Pendidikan (S.Pd) at the Study Program of English Tadris, Faculty of Tarbiyah
and Teacher Training (FTIK) Datokarama State Islamic University
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2023**

STATEMENT OF THE THESIS AUTHENTICITY

I hereby declare that this thesis entitled: "The Effectiveness of Using Total Physical Response Method to Improve Students' Vocabulary Acquisition at Seventh Grade Class of MTs Negeri 3 Donggala" has been officially approved as my own work and it has not been and will not be submitted in the whole or in part to another University/Institute for the award of any other degree. If later, this thesis is found to be fabricated either in the whole or in part, I declare that I must comply with the rules and regulations of the university and I must be ready for all the consequences thereafter due to this misconduct.

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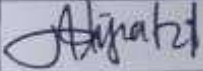




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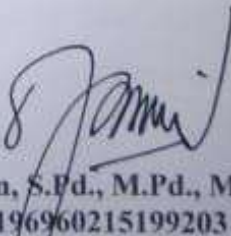
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ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillahirobbil'alamin. All praise and thanks be only for Allah SWT, the Almighty God who has given his blessing and his help so the researcher can finish the writing of this research. In the process of her study, researcher had accepted, support, advice, and assistance from many people. Therefore, the researcher would like to extend her thanks to :

1. The researchers's parents, Muhadis and Halimah for their love, support, prayers, understanding, and everything that they had to given the researcher.
2. Prof. Dr. H. Sagaf S. Pettalongi, .M. Pd, as the rector of the Datokarama State Islamic University Palu. Prof. Dr. H Abidin, M. Ag as the Vice Rector Academic and Institutional Development of the Datokarama State Islamic University Palu. Dr. H. Kamarudin, M.Ag as the Vice Rector General Administration, Planning and Finance of the Datokarama State Islamic University Palu. Dr.Mohammad Idhan S.Ag., M.Pd as the Vice Rector Student Affairs, Alumni and cooperation of the Datokarama State Islamic University Palu.
3. Dr.H.Askar, M.pd as the Dean faculty Tarbiyah and Teaching Training palu. Dr. Aifuddin M, Arif S.Ag as the deputy dean for Academic and Institutional the faculty of Tarbiyah and teaching Training palu, Dr. Ahmad Syahid, M.Pd as Deputy Dean for General Administrative and financial planning, Dr. Elya, S.Ag., M.Ag., as Deputy Dean for student Affairs, Alumni and collaboration of Faculty of Tarbiyah and Teaching Training Palu.

4. Ruslin, S.Pd., M.Pd., M.Sc., Ph.D., as the Head of English Tadrís Study program and Hijrah Syam, S.Pd., M.Pd as the secretary of The English Tadrís Study Program
5. Drs.Muhammad Ihsan., M.Ag as the researchers's first supervisor and Rasmi, S.Pd M.Pd., as the researchers's Co supervisor for their advice, patience. guidance, during the research and the writing of this research.
6. Dra Fatmawati Abd. H.Sogo., as the headmaster of MTs Negeri 3 Donggala for facilitating the researcher in during the research
7. Mildayanti, S.Pd., as the English teacher of the seventh grade for helping the researcher in doing research.
8. Supiani, S.Pd., as the library head of UIN Palu who had facilitated the researcher in doing research
9. All of friends in English Tadrís Study Program 2018 thanks for all the laughter , advice and sweet memories throught time.

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ABSTRACT

Name : Muhasonah
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Title Thesis : The Effectiveness of Using Total Physical Response Method to Improve Students' Vocabulary Acquisition at Seventh Grade Class of MTs Negeri 3 Donggala.

Total physical Response (TPR) is a language teaching method create around the coordination of speech and physical, it attempts to teach language by physical (motor) activity.

The purpose of this research is to find out whether there is significant effect to the students' vocabulary of the seventh grade class of MTs Negeri 3 Donggala before and after being taught by using Total Physical Response (TPR).

This research samples have a class 7 B as the experimental class which consist of 10 students and class 7 A as the control class which consist of 10 students. They were selected by using purposive sampling. The researcher employed quasi experimental research design where the two classes were given the pretest and posttest was employed in this research.

The data analysis indicates that there is a significant improvement between the result of posttest of both classes. The mean score of experimental class before the treatment was 32 while control class was 39.5. After giving the treatment , the mean score of experimental class in posttest is 67 and the control class is 57.5. It is also shown that the $t_{counted}$ 12.252 is greater in t_{table} 2.101.

The conclusion it can be that the total physical response method is a language teaching through physical activity (movement) where language is taught by activating whole body movements, this approach is changed development psychology and learning theory.

CHAPTER I INTRODUCTION

A. Background of The Problem

Vocabulary is one of the essential language components of studying English. Without a prodigious amount of vocabulary, anyone will have trouble speaking, reading, listening, and writing . In other words, the first that to be master for language learner in learning language especially English is vocabulary. It means that learning vocabulary is very important, especially for students in junior high school. They must master English vocabulary and its grammatical rules to make communicate with another people.¹

Vocabulary is the total number of words that make up a language. It is one of the components of language, and no language would exist without words. Knowing a lot of words in English is very important. The more words students know, the better their chance of understanding or making themselves understood. Without grammar, very little can be conveyed; without vocabulary, nothing can be conveyed.²

Vocabulary is basic component of language, so it is very important in language. It also cannot be separated from language skills, especially English. English is a foreign language in the country, and the students have to understand and memorize many words in the vocabulary, because without it,

¹*IkaRahmadaniLubis, Improving Students' Vocabulary Mastery by Using Fly Swatter Game In The First Grade Of MTS PersatuanAmalBakti (PAB) 1 Helvetia Accessed 16 January 2022*

²*BigarRahasiaSiswa, RiniFitria, Cut DarallfaRahila,. The Effectiveness of Total Physical Response to Improve Students' Vocabulary Mastery . INOVISH JOURNAL , 5, No.2, December 2020 Accessed 16 January 2022*

they can say nothing. Actually, the students' problems are in memorizing, spelling and pronouncing vocabulary and also using vocabulary in oral and written sentences.³

Based on the results of an initial interview with an English teacher at MTs Negeri 3 Donggala, he taught at MTs Negeri 3 Donggala for already 4 years. During teaching English, especially in the seventh grade, English subject teachers have difficulty teaching because students have never studied English subjects at the previous level of Education. So that when students enter the seventh grade of MTs, the obstacles faced by English teachers are pronunciation, speaking, spelling and the selection of vocabulary for students. So the teacher should start teaching learners at the most basic level, which is the pronunciation of the letters a,b,c, and d and the mention of numbers in English.

Because learners are also not accustomed to learning English. In the initial observation of the author, during the learning process that takes place in the classroom, especially in the seventh grade, the increase in student vocabulary is very small and minimal, and not so significant because students are still taught from the most basic material and must be taught continuously . Given the new students' exposure to vocabulary during learning, in every seventh grade, increasing the vocabulary of students has not seen an increase that is so significant from every class, especially in the seventh grade.

³LukmanulKhakim, Choiril Anwar., *Improving Students' Vocabulary Mastery Through Total Physical Response Learning Method. Advances in Social Science, Education and Humanities Research, Volume 409 2nd Social and Humaniora Research Symposium (SoRes 2019)* . Accessed 26 february 2022

During the learning process, the overall vocabulary of learners has the same level as that of other classes, is still minimal, and is new to them. . However, in addition to the lack of knowledge and the lack of vocabulary they know, the learning atmosphere in the classroom went quite well, and the students were very enthusiastic and responded well.

In learning English, especially in vocabulary, the mastery of students is not maximized because they basically have never been taught English and began to learn English at the time of entering the MTs level, and the vocabulary that is taught is still basic. The method used by subject teachers in an effort to improve the vocabulary skills of students is to use conversation, and teachers are usually told to make sentences so that students can easily remember them .

Based on interviews with students, especially in the seventh grade at MTs Negeri 3 Donggala, students still have many difficulties learning due to their lack of ability in vocabulary, pronunciation, and writing in English and also they have difficulties in terms of spelling. In addition to the difficulties faced by students, especially in the seventh grade, the written form is different from the pronunciation. It makes it difficult for students to master English well especially, students' vocabulary and vocabulary are not satisfactory, because their vocabulary is limited, they cannot understand English fluently. Some words are difficult to understand in context, and there are still not enough words to say what you want to say.

Most seventh graders MTs Negeri 3 Doggala are finally not interested and do not care that English is too difficult to master. In communication, vocabulary is part of the sentence, so students need vocabulary that supports them in forming and using meaningful sentences. Therefore, mastering vocabulary is very important. For that, students need to expand and master their vocabulary so that they can communicate with each other.

Vocabulary is not only a symbol of ideas but also a part of language development in the target language. The more vocabulary students master, the better their ability to master their own ideas and the more effectively they can communicate using their ideas. In fact, to improve the vocabulary of students, English teachers ask them to write some new words in their notes and then memorize what they have learned, but students also have to memorize. This is what makes students bored and easily forget new vocabulary when they are under pressure. They need fun things that they can quickly access when they need them. In this case, using the variety method means for example, the use of diverse methods such as the TPR method, where this method is expected to make the subject matter more interesting and the teaching and learning process effective and efficient so that educational goals can be achieved.

In addition, it is still difficult to make English classes effective and efficient. This difficulty depends on the previous teaching techniques used by the English teacher. The technique of teaching vocabulary and having students memorize words seems to make students bored and even lose interest in them. From the description, it is clear that it is important for teachers who

are interested in teaching English, especially vocabulary, to use techniques that can stimulate students' motivation and interest in mastering vocabulary in the learning process.

Teaching vocabulary in junior high school is not easy. It's a difficult job for the teachers. It is caused by the students in junior high school having still low knowledge of vocabulary. They are also difficult to organize. Because of this, some students think that English is boring and difficult.⁴

Teaching vocabulary is one of the English components. It is very important because it is very useful to produce sentences. But the fact still shows the students' lack of vocabulary. If the learners do not understand the meaning of the words, they won't be able to conduct a conversation. Firstly, students should master a large number of vocabularies; without this, they can't process well. Some students were active, but the rest were passive. It seems there is something wrong with the method used; it made the students get bored and forget the new vocabulary. They need something fun, interesting, and easy to understand the vocabulary for quickly. The researcher should use a variety of methods to make the teaching and learning process more interesting and run effectively and efficiently.⁵

There are many ways to teach vocabulary in English; one of them is using TPR (Total Physical Response). TPR helps the learners to attract their attention in the teaching-learning process because the students practice directly using the vocabulary of the target language in real context, and it

⁴ Ibid.506

⁵ Ibid 508

should be fun because it is important for researchers who are concerned about teaching English, especially vocabulary, to implement a certain technique that can encourage the students' motivation and interest in vocabulary mastery through the learning process.⁶

Based on the example cases described above, the author intends to use the Total Physical Response method applied in MTs Negeri 3 Donggala, which can motivate students to practice using the target language vocabulary directly in the context of real life. In this way, students can build their vocabulary in a short time. In addition, the TPR method also helps students expand their linguistic input because it uses body movements to get attention in the teaching and learning process. Based on the reasons mentioned above, the researcher takes the title "*The Effectiveness of Using Total Physical Response Method to Improve Students' Vocabulary Acquisition at Seventh Grade Class of MTs Negeri 3 Donggala.*" The researcher hopes that the method can improve students' vocabularies.

B. Research Question

Based on the background of the problems state above the researcher the researcher formulates the research problem.

Is the use of Total Physical Response method effective to improve students' vocabulary acquisition at seventh grade class of MTs Negeri 3 Donggala?

⁶Rinto Oktaria Saktiawan, *The Effect of Total Physical Response Method to The Students' Vocabulary Ability to the Seventh Grade Students of SMPN 1 Grogol Academic Year 2014/2015* Accessed 26 february 2022.

C. Objective of The Research

One method that can be used is the Total Physical Response method. This method emphasizes the coordination between speech and movement. This method is a language teaching method using motor physical activity. This underlies the principle of the TPR method, namely learning using all five senses. Based on the explanation above with the title” The Effectiveness of Using Total Physical Response Method is to Improve Students’ Vocabulary Acquisition at Seventh Grade Class of MTs Negeri 3 Donggala. The purpose of this research is to find whether there is any significant effect to the students’ vocabulary of the seventh grade class of MTs Negeri 3 Donggala before and after being taught using Total Physical Response (TPR) method.

D. Significance of The Research

The result of this research are expected to provide useful information to increase the teaching of English focusing the vocabulary which can give contributions to language teaching using Total Physical Response method and contributions to learners especially for teachers, for students, for other authors.

1. For teachers : It is expected that the teacher will get more information about one of the appropriate teaching method, in this case Total Physical Response . So the teacher hoped to use an

interesting teaching learning processes by using this method. Then the data of the research are also very useful for the teacher it will help the teacher identify the students difficulties in learning vocabulary and also find the students who need more guiding.

2. For Students: It is expected that the result will give motivation to the students to be more creative and better in vocabulary. Through Total Physical Response students' are expected to have good enrichment in vocabulary and also the changes of behavior during teaching learning process.
3. For other authors : It is expected that the result of the researcher can give more information for getting the better research. The quality of this research can increase and become useful for the development of the research.

E. Operational Definition

It is important to have a clear view of the terms used in the research title before starting research. Therefore, the main terms that are very important to learn are :

1. Effectiveness

Effectiveness is an impact from a treatment to object. In other word if there is any significant improvement in the object after treatment, then it is called the effectiveness.

2. Total Physical Response

Based on my own research total physical response method has improved the students vocabulary of the seventh grade .It also can be seen as students response of the researcher commands, they look enjoyable learn vocabulary .

3. Improve

We can find the word of improve which has the meaning of improve as to make better in quality or to make more productive. In other words we can find the meaning of improve, some theories give the definitions about improves as the activities to raise on a the productivity or value of land or property.

4. Vocabulary

Vocabulary is the stock of words used by a people, or a particular uses or person, or a list of collection of the word of a language , book, author, and branch of science or the like in alphabetical order and define’

5. Acquisition

Acquisition is the process by which human acquire the capacity to perceive and comprehend language, as well as to produce and use words and sentences to communicate..

F. Outlines of Content

These content outlines aim to explain the discussion in each chapter of this proposal.

Chapter I introduction, in this chapter contains the background of the problem, research question, objective of the research, significance of the research , Definition of key terms, and outlines of content.

Chapter II literature review, in this chapter contains Previous studies, review of the related literature regarding the title of the proposal, namely improving vocabulary acquisition and the use of total physical response , Theoretical Framework, hypothesis.

Chapter III research method in this chapter contains the research design, population and samples of research, variable of the research, instrument of the research, operational definition, technique of data collection, technique of data analysis.

Chapter IV that contains result finding and discussion that covers overview of MTs Negeri 3 Donggala, research finding, research hypothesis, and research discussion.

Chapter V that contains conclusion and suggestion

CHAPTER II

LITERATURE REVIEW

A. Previous Research

There were several previous research related to this research, the researcher explained the previous research about similarities and difference. Some of the findings of the research are as follows:

The first research was conducted by Anita Dewi Ekawati, entitled “*The Effect of TPR and Audio-Lingual Method In Teaching Vocabulary Viewed From Students’ IQ*”. This research aimed to investigate the effect of Total Physical Response (TPR) on elementary school students’ English vocabulary mastery with regards to their intelligence Quotient (IQ). Whether or not there is an interaction between the teaching method and IQ in teaching vocabulary was also investigated in this study. The population was fifth year students of two classes. Both the experimental and control groups consisted of 40 students. The similarity of this research with previous research above is both of them use method Total Physical Response (TPR) and use quantitative experimental research design. However, there are also some differences this research with the previous research above. The first is the previous research is aims to know the effect of TPR and Audio-Lingual method in teaching vocabulary viewed from students’ IQ. Meanwhile, this research is to know whether there is significance effect of students’ vocabulary at the seventh grade of MTs Negeri 3 Donggala before and after teach uses Total Physical Response (TPR) method. The second is the previous research

combine Total Physical Response (TPR) and audio-lingual method. While, this research only use Total Physical Response (TPR) method.¹

The second research was conducted by YennyOctaviani, entitled “*The Application of Total Physical Response in Teaching English Vocabulary To The Fourth Graders of SD Negeri 04 KrajangkulonKaliwungu Kendal in The Academic Year of 2006/2007*”. The researcher of this study used action research design. The sample of this research was 34 students of SD Negeri 04 KrajangkulonKaliwungu Kendal. The aim of this study was to describe the procedure of teaching English vocabulary of elementary school and to identify the advantages and disadvantages using TPR method in teaching foreign language vocabulary. The differences of this research is first in this research the researcher do not only intends to apply the method, but also try to develop the students’ vocabulary at the seventh grade of MTs Negeri 3 Donggala. The second difference is the previous research study the students of fourth grade of SD Negeri 04 Krajangkulon Kaliwungu Kendal. While, in this research the researcher will study students at the seventh grade of MTs Negeri 3 Donggala.²

The third research was conducted by M. ArifMaheya, entitled “*The Influence of Using Total Physical Response Method on The Students Speaking Skill at The Eighth Grade of SMP Muhammadiyah 3 Metro in The Academic Year of 2017/2018*”. In this research he said that a method has the important rule .The

¹ Anita DewiEkawati, “ *The Effect of TPR and Audio-Lingual Method in Teaching Vocabulary Viewed From Students’ IQ* , “ Journal of ELT Research : The Academic Journal of Studies in English Language Teaching and Learning, 55-65, 2017 Accessed 16 January 2022

²YennyOctaviani, “*The Application of Total Physical Response in Teaching English Vocabulary to The Fourth Graders of SD Negeri 04 KrajangkulonKaliwungu Kendal in The Academic Year of 2006/2007*”. Accessed 16 January 2022

method can help the teacher in explaining or teaching the material because method is the key in teaching the goal of learning English. The objective of this research is to know whether the teacher use the TPR method can influence the students' speaking skill or not. The subject of this research are 21 students of the seventh class at junior high school Muhammadiyah 3 Metro in the academic year of 2017/2018. The difference of this research is the previous research focuses on the influence of using total physical response (TPR) method on the students speaking skill. Meanwhile, in this research the researcher focuses on the effectiveness of using total physical response (TPR) method to improve students' vocabulary acquisition.³

B. Review of The Related Literature

1. Vocabulary

a. Definition of Vocabulary

Vocabulary is an important thing in learning language. It would be impossible to learn a language without knowing vocabulary. Vocabulary is one of the components of language and there I no language exist without words. More words we know, more ideas we can explore. So, we can communicate the ideas effectively. Some researches notify a viewpoint at the vocabulary in teaching process.⁴

³M.ArifMaheya, "The Influence of Using Total Physical Response Method On The students Speaking Skill At The Eight Grade of SMP Muhammadiyah 3 Metro In The Academic Year of 2017/2018", accessed 18 January 2022

⁴Wahibah, "The Effectiveness of Using Pictured Story to Upgrade Students Vocabulary IDEAS: Journal on English Language Teaching and Learning , Linguistics and Literature 4 (1), 2016 . Accessed 20 January 2022

Vocabulary is the knowledge of words and word meanings. Instruction in vocabulary involves far more than looking up words in a sentences.⁵Vocabulary is central to English language teaching. Without sufficient vocabulary, students cannot understand other or express their own ideas.⁶

Vocabulary has an important role in all aspects of language skills. The vocabulary as one of the elements of language is important to study, because without enough vocabulary mastery, the ability to communicate and to convey cannot be established.⁷

b. Types of Vocabulary

There are two forms of vocabulary:

- 1) Productive vocabulary is the set of words that an individual can use when writing or speaking. It means that productive vocabulary tend to the students' activities when they write or speak.
- 2) Receptive vocabulary is the set of words for which an individual can assign meanings when listening or reading. It means that receptive vocabulary is not using many activities likes productive vocabulary,

⁵Linda Diamond, Linda Guthlon, “ *Teaching Vocabulary*,” Retrieved from the Reading Rockets website:<http://www.readingrockets.org/article/teaching-vocabulary>, 2006 Accessed 20 January 2022

⁶Michael Lessard-Cluston, “ *Teaching Vocabulary*’’, : TESOL International Association, 2013 Accessed 20 January 2022

⁷ St. Asmayanti, “ *Using Incidental Vocabulary Acquisition To Enrich The Students Vocabulary Mastery* : *Exposure Journal* 79 Vol. 4 No.1 Mei 2015 Accessed 20 January 2022

because students get this vocabulary type in listening and reading.

They only have to understand the meaning by listen or read.⁸

c. The Importance of Vocabulary

Vocabulary is one of the language components that can affect macro skills. It shows that vocabulary is the most important in language we can do everything we want with language if mastering vocabulary.⁹

d. The Problem of Vocabulary

There are several strong reasons for which the vocabulary components of language course need to be carefully planned. Firstly because different vocabulary gives greatly different return for learning, it is important to make sure that learners have a good control of high frequency words of the language before moving on to the less frequent vocabulary. Secondly, most language teaching courses make vocabulary learning more difficult than it should be as a result of the way vocabulary in the course is sequenced. Grouping, opposites, synonyms, and items in a lexical set together causes interference that results in confusion for the learners. It is a simple matter to avoid this problem. Thirdly, vocabulary learning opportunities and the quality of vocabulary learning can be greatly increased through the careful design of both vocabulary and other skill activities.¹⁰

⁸Eva Susanti, "Teaching English Vocabulary Using Total Physical Response (TPR) Method At Elementary School " A Quasi-Experimental at The Third Grade of SDN Sariwangi in Academic Year 2016/2017 Accessed 29 January 2022

⁹Eva Susanti "Teaching English Vocabulary Using Total Physical Response (TPR) Method At Elementary School"(A Quasi-Experimental at The Third Grade of SDN Sariwangi in Academic year 2016/2017) Accessed 30 January ,2022.

¹⁰IkaRahmadaniLubis" Improving Students' Vocabulary Mastery By Using Fly Swatter Game In The First Grade of MTS PersatuanAmalBakti (PAB) 1 Helvetia" Accessed 30January 2022

Many problems faced when Indonesian students learn a target language such as English in vocabulary is they cannot understand what the connection between the new vocabulary they have learned with the function of the vocabulary word, then they cannot apply their new vocabulary in their mind for communication.

e. Teaching of Vocabulary.

Vocabulary is basic to communication. If people do not recognize the meaning of the keywords used by those who address them, they will not be able to participate in the conversation. If they want to express ideas or ask for information they must be able to produce words to convey their meaning. Thus vocabulary learning is very crucial in developing competence in a second or foreign language.

Teaching vocabulary is clearly more than just presenting a new word. In teaching vocabulary, the researcher are hoped to have some technique in order to make students' familiar with the vocabulary so that they understand new word easily.¹¹

f. Vocabulary Acquisition

Acquisition is the process by which human acquire the capacity to perceive and comprehend language, as well as to produce and use words and sentences to communicate. All humans (without exceptional physical or mental disabilities) have an innate capability to acquire language.¹²

¹¹SitiNurmeliyaBaskarani, "*The Teaching of English Vocabulary*" (A Case Study at the Seventh Grade Students of Mts Negeri 2 Jakarta)

¹²TriaKemuning, "The Vocabulary Acquisition of A Two-Year Old Child: A Case Study Accessed 29 January 2022

Language acquisition is the process whereby children achieve fluent control of their native language. Children may acquire one or more language. However, learning a first language is something that every normal child does successfully without much need for formal lesson.¹³

Language acquisition is the process by which a person learns a language. it is called acquisition because some linguists believed that development of the first language in a child is a special process.¹⁴

Language acquisition has a close connection with the human ability to create the perception and understanding the speech of others.¹⁵

Vocabulary Acquisition is an important part of language learning. Vocabulary is the process of learning new words.¹⁶

2. Definition of Verb

Verb is a word that describes an action, action, condition or experience of something. Verbs in Bahasa Indonesian are very important as parts of speech. Because the verb refers to the activities that we do. In addition, verbs can also indicate the condition or state of a thing.

There are some kinds of verb, as follows:

¹³ Ibid , 6

¹⁴ Abdul Najib Tuanany., Acquisition of English Vocabulary of A Seven Years Old Child In Non Speaking English Community. (English And Literature Department and Humanity Faculty UIN Alauddin Makassar 2015) Accessed 29 January 2022

¹⁵ Endah Ratnaningsih & Ahmad Dahlan. (2017). An Analysis of The First Language Acquisition: A Two Years Girl. Journal of English studies (ADJES) Vol4, No 1, March 2017 (8-14) Accessed 29 January 2022

- a. Action verb : action verb refers to action. These can refer to physical actions that are performed with bodies or objects, such as jump, hit, or sing, or mental actions that we use our brains to perform, such as think, consider, or memorize. Most verbs you will find are action verbs. For examples run, swim, help, ignore and believe.
- b. Stative verb: stative verb means the condition or states of being. Generally speaking, we use stative verbs to describe things like qualities, states of existence, opinions, beliefs, and emotions. When used in a sentence, stative verbs do not refer to actions. It is important to know that some verbs can be used as either action or stative verbs depending on their meaning in the sentence. For examples love, want, own, have and resemble.
- c. Transitive verb: transitive verb is a verb that is accompanied by a direct object in a sentence. The direct object is the noun, pronoun, or noun phrase that is having something done to it by the subject of the sentence. Both action and stative verbs can have direct objects, which means they can both be used as transitive verbs.
- d. Intransitive verb : A verb is an intransitive verb if it is not used with a direct object. Remember, only nouns, pronouns, and noun phrases can be direct objects. Prepositional phrases, adjectives, and adverbs cannot be used as direct objects. Once again, both action and stative verbs can be used as intransitive verbs.

3. Total Physical Response

a. Definition of Total Physical Response

Total Physical Response is one of method that developed by James Asher . Asher in Katemba and Tampubolon argues TPR is one of the learning process, which involve teachers' speech and students actively in the classroom activities. In teaching learning process, TPR concerns the activity of the students more than the other method of teaching.¹⁷

According to Widodo, TPR is defined that a language teaching method create around the coordination of speech and physical, it attempts to teach language by physical (motor) activity. In other words, TPR concerns the center attention of the students to listen and respond to commands from their teachers. From the definition above, we argue that in TPR classroom, the teachers will be so active in physical performance and the students are emphasizing in listening and action before try to speak.¹⁸

Total Physical Response is a language teaching method emerged in 1970s, created by J. E. Asher . This method attempts to adapt the process of infants' first language acquisition, into the teaching of second and foreign language. Asher claims that kids acquire their first language by listening to their parents commands, comprehending, executing, and then uttering the words. It implicates in the creation of language teaching material in form of lists of imperative sentences graded based on the grammatical complexity, which causes TPR seems

¹⁸ Ibid.,507

to be a grammar based method. Attempts to imitate first language acquisition in second or foreign language classes practically requires the teacher to demonstrate at the same time as uttering commands to be acted by the student, in which the students are not required to repeat the words. It is considered as the reflection of what happens when children communicate with their parents. In spite of the deep first language acquisition adoption, J.E. Asher claims that TPR teaching practice is based on three principles which cover the relationship between physical and brain activity, involvement of left brain and right brain, and creation of free stress learning atmosphere.¹⁹

Total physical response is limited to the “trace theory” of memory in psychology, which holds that the more often or the more intensively a memory connection is traced, the stronger the memory association will be and the more likely it will be recalled. In developmental sense, Asher sees successful adult second language learning as a parallel process to child first language acquisition. He claims that speech directed to young children consists primarily of commands, which children respond to physically before they begin to produce verbal responses. Asher feels adults should recapitulate the process by which children acquire their mother tongue.²⁰

b. Advantages and Disadvantages of Total Physical Response

Some the advantages of using Total Physical Response Method as Follow:

¹⁹SojuangonRambe, Total Physical Response English Education *English Journal For Teaching and Learning Home*>Vol 7, No 01 (2019) >Rambe Accessed 1 february 2022

²⁰ Jack, C. Richards and Theodore S. Rodger, *Approaches and Methods in Language Teaching : A Description and Analysis . . . P.87*

- 1) Total Physical Response is very easy and the usage of language contains of action games, that's why it can help student to learn fast and effectively.
- 2) Total Physical Response Method activities do not require a great deal of preparation on the part of the teacher, However, some other more complex applications might.
- 3) This method can facilitate students with the meaning in real context . Students can memorize the vocabulary by looking at the action, even though the vocabulary is not translated.
- 4) Fourthly, using Total Physical Response method is interesting and fun. It is very suitable for the students characteristic which have been mentioned before.

There are some disadvantages of the usage of Total Physical Response

They are:

- 1) It can be used at higher levels, TPR is most useful for beginners. It is also at the higher levels where preparation becomes an issue for the teacher.
- 2) Students' are not generally given the opportunity to express their own thoughts in a creative way.
- 3) It is easy to overuse TPR. Any novelty if carried on too long, will trigger adaptation. Asher writes no matter how exciting and productive the innovation, people will tire of it.
- 4) The teacher may find that it is limited in terms of language scope . Certain target languages may not be suited to this method.

- 5) It can be a challenge for shy students.²¹

This learning method has advantages as well.

- 1) This method can invite children to act in the learning process, which can create a more enjoyable learning environment, where the teacher can combine humor in the command given.
- 2) This method helps memory by associating movements and words.
- 3) This method focuses on the ability to listen and then followed by making commands when they are ready to speak.
- 4) The class size is not a problem in using TPR.
- 5) This method is very appropriate to use in a class consisting of students who have diverse abilities.
- 6) This method is also very suitable to children and adults.

c. The Characteristic of The Total Physical Response Method

The first of these is that the child gets a vast amount of comprehensible input before beginning to speak. Secondly, there is lot of physical manipulation and action language accompanying early input.²²

d. The Principles of Total Physical Response

TPR have some principles. The principles of TPR are as follows:

- 1) Meaning in target language can often be conveyed through actions.

Memory is activated through learner response. Beginning foreign language

²¹AndhinaIkaSunardi, "The Effectiveness Of Using Total Physical Response To Teach Vocabulary Viewed From The Student's Learning Interest (An Experimental Study at the fourth Grade Student's of SDN 1 Tegaldowo in the Academic Year of 2011/2012)" Accessed 1 february 2022

²²M, ArifMaheya, "*The Influence of Using Total Physical Respons Method on The Students Speaking Skill At The Eight Grade Of SMP Muhammadiyah 3 Metro In The Academic Year 2017/2018.* Accessed on January 29,2022

instruction should address the right hemisphere of the brain, the part which controls non-verbal behavior. The target language should be presented in chunks, not just word by word.

- 2) The student's understanding of the target language should be developed before speaking.
- 3) The imperative is a powerful linguistic device through which the teachers can grammar translation student's behavior.
- 4) Students can initially learn one part of the language rapidly by moving their bodies.
- 5) Students can learn through observing actions as well as by performing the actions themselves.
- 6) It is very important that students feel successful. Feeling of success and low anxiety facilitate learning.
- 7) Student should not be made to memorize fixed routines.
- 8) Correction should be carried out in an unobtrusive manner.
- 9) Student's must develop flexibility in understanding novel combinations of the target language chunks.
- 10) Language learning is more effective when it is fun.²³

4. Implementation of Total Physical Response in Teaching Vocabulary

In TPR method, learners have primary role as listener and performer. They listen attentively and response physically to commands given by the teacher. Learners are required to respond both individually and collectively. The teacher

²³AndhinaIkaSunardi, " *The Effectiveness Of Using Total Physical Response To Teach Vocabulary Viewed From The Student's Learning Interest*" Accessed on January 29,2022

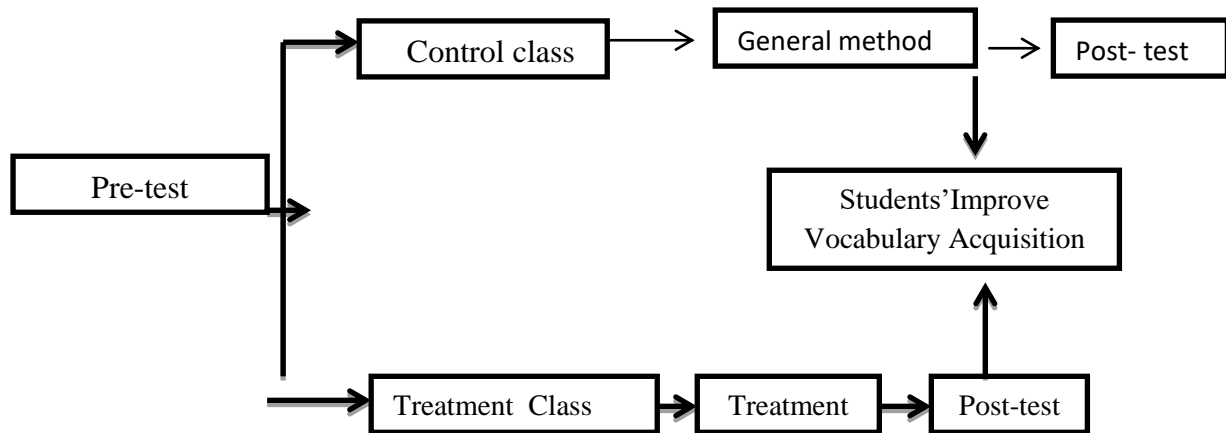
gives instructions to the learners and practice it by using TPR method “the instructor is the director of stage play in which the students or learners are the actor”. It means that the teacher who decides the lesson, choose some learner to be models and presents the new materials, and also selects supporting materials for classroom use. The activities of TPR instruction in the classroom are the teacher asks the students to be a volunteer and at the front of the class, with students who be volunteer seated on either side of the teacher. And then the teacher says “stand up” and the teacher along with her/his students then stand up. Next the teacher said “sit down” and teacher with the students sit down.²⁴

C. Theoretical Framework

In the mastery of vocabulary becomes very essential since it play an important role to make language work. The teaching and language learning technique should be varied with and technique should be varied with and technique that enable students’ obtain new vocabulary more than by using some common technique.

The theoretical framework underling this research is given in the following diagram:

²⁴MisraFadillah, “ *The Effectiveness Of Teaching Vocabulary Through Total Physical Response Method*” (An Experimental study at the seventh Grade Students of MtsKhazanahKebajikanPondokCabellir) Accessed ,2 February2022

Table 2.1. : Theoretical Framework

In the diagram above the researcher explain about the theoretical framework. Before do the treatment, firstly the researcher wasdo a pre-test to know the students' vocabulary mastery ability. After that, the researcher wasgive a treatment in the class treatment. The researcher not used treatment in the class control. After giving treatment to the class treatment, the researcher gives a post-test to find out how to compare the results between the control class and the treatment class. At the end of the research, the researcher can conclude that there is improvement students' vocabulary acquisition in treatment.

From the results of research and analysis of posttest data on students in English lessons for the seventh grade class of MTs Negeri 3 Donggala, namely the experimental class and class above stated that : There is an effect of the total physical response method on students' improve vocabulary at seventh grade of MTs Negeri 3 Donggala. It is said to have effect because there is a significant to improve students vocabulary in the experimental class which is taught using the total physical response .

D. Hypothesis

Based on the explanation above, with the title of this research “The Effectiveness of Using Total Physical Response method to Improve Students’ Vocabulary Acquisition at Seventh Grade Class of MTs Negeri 3 Donggala. There are two forms of hypothesis in this research, they are Null hypothesis (Ho) and Alternative hypothesis (Ha) as follows:

1. Null Hypothesis (Ho) : There is no significance effect of the use of Total Physical Response Method on students’ vocabulary acquisition at seventh grade of MTs Negeri 3 Donggala
2. Alternative Hypothesis (Ha): There is a significant effect of the use of Total Physical Response Method on students’ vocabulary acquisition at seventh grade of MTs Negeri 3 Donggala.

To prove that hypothesis of the research was accepted or rejected the researcher, needed to find out the critical t_{table} by using 0.05 level of significance. The result of t_{test} using manual calculation showed that $t_{counted}$ was greater than t_{table} at 5 % and lower at 1 % significance level or $1.734 < 12.252 > 2.101$. This indicated that the alternative hypothesis stating that there was any significant effect using total physical response in improvement vocabulary at the seventh grade class of MTs Negeri 3 Donggala was accepted.

CHAPTER III

METHODOLOGY

A. Research Design

In this research the researcher used experimental research to find the data about improvement students' vocabulary after using Total Physical Response Method. This is a model of quasi experimental design exactly, Nonequivalent Control group design¹ experimental research at which there are the experimental class and controlled class. This quasi experimental conducted using Pre- test, Treatment, and Post-test. The purpose way to find out the improvement the students vocabulary acquisition through total physical Response method. The subject of this research divide into two classes, experimental class and control class. The experimental class given the treatments and another group control class not. The presentation of this research designs by Ary et all.

Table 3.1. : Research Method Design

Class	Pre-test	Independent	Post-test
E	Y1	X	Y2
C	Y1	-	Y2

Where:

E : Experimental class

C : Control class

Y1 : Pretest

Y2 : posttest

¹*Sri Nurjasmini Samir, The Use of Total Physical Response (TPR) Method In Teaching Pronunciation of Commands Words At The Second Year of MTSN 408 Binamu Jeneponto* Accessed 3 february 2022

X : Treatment

- : No treatment²

B. Population and Sample

1. Population

Population of a research is defined as the people whom appeal to the interest of the researcher in generalizing the outcomes of the research. Population may be also defined as the total number of units (individuals, organizations, events, objects or items) from which samples are selected for measurement.³Population is the total collection of element about which we wish to make some inference. A population element is the subject on which the measurement is being taken.⁴

A population refers to any collection of specified group of human beings or of non-human entities such as objects, educational institutions, time units, geographical areas, prices of wheat or salaries drawn by individuals. A population containing a finite number of individuals, members units is a class.⁵Population is the total of the research Subject.⁶

In this case the population of this research was the seventh grade class of MTs Negeri 3 Donggala. The total number of seventh grade consist of three

²Donald Ary, Lucy Cheser Jacobs, Chris Sorensen. Introduction to Research in Education, (Canada; Wadsworth Cengage Learning, 2010) 316.

³Adil Mohamed Zahran Al-Kindy, Ishak Mad Shah, and Ahmad Jusoh, Consideration and Methodological Approaches in Studying Transformational Leadership Impact on Work Performance Behaviors. International Journal of Advanced Research (2016) vol 4, issue 1 -889-907 Accessed 3 february 2022

⁴ Prof. Dr.Sugiyono, MetodePenelitianKuantitatif Accessed 3 february 2022

⁵Rashid Wani, M.A Edu /Research Methodology/Sampling Accssed 3 February 2022

⁶Ade Irma Baharuddin, Improving The Vocabulary Mastery of The Second Year Students Trough Direct Method of MtsSyekh Yusuf Sungguminasa, GowaAccessed 3 february 2022

classes where, seventh grade A consist of 20 students, seventh grade B consists of 20 students and seventh grade class c 20 students. So, the total number of seventh grade is 60 students.

2. sample

Sample is part of the number and characteristic possessed by the population. If the population is large, and it is impossible for the researcher to research everything in the population. In this research, the researcher used purposive sampling technique. Purposive sampling (also called judgment sampling) is based on the premise that seeking out the best cases for the research produces the best data, and research results are a direct result of the cases sampled.⁷It is a non-random technique that does not need underlying theories. a sampling technique in which the researcher relies on his or her own judgment when selecting members of the population to participate in the research.

The researcher used samples taken from the population as sample of this research which consist of 20 students, which are divided into 2 classes , namely class 7 A and class 7 B. This research samples class 7 B as the experimental class which consist of 10 students and class 7 A as the control class which consist of 10 students. They were selected by using purposive sampling.

C. Variable of the Research

Related with the title “ the effectiveness of using total physical response method to improve students’ vocabulary acquisition at seventh grade class of MTs Negeri 3 Donggala “ Research variable of the title consist of two variables namely independent variable and dependent variable.

⁷Patricia Leavy, *Research Design: Quantitative, Qualitative, Mixed methods, Arts-Based, and Community-Based Participatory Research Approach*, 1st ed. (London: The Guilford Press, 2017), 79.

1. The independent variable is Total Physical Response Method.
2. The dependent variable is improve students' vocabulary acquisition

D. Operational Definition

Operational definition is an element of research that provides guidance on how to measure a research variable. As for the operational definition of the variables in this research are:

Table 3.2 : Operational Definition

No	Variable	Operational Definition	Indicator
1	Using Total Physical Response (X)	The meaning of the word using is the process, method, act of using Something. Total Physical Response is a language teaching method built around the coordination of speech and action it attempts to teach language through physical (motor) activity.	Understand the use of total physical response improving vocabulary
2	Improving vocabulary acquisition (Y)	Improvement is a process , method, action to improve something or an effort to advance something in a better direction than before	The fulfillment of the expectations of teachers and students about improvement of vocabulary

E. Instrument of the Research

Test is used to know how well the students have already mastered vocabulary. The researcher used pre-test and post-test. Pre-test was given to students before the treatment.⁸ The used of pre-test is to measure students' abilities before they learn vocabulary through TPR method. The Post-test was given to students after the students had the treatment or the teaching process using TPR method. To assess the students' improvement in mastering vocabulary, the researcher provides 10 questions in the form of multiple choices and 10 of matching words and the students will answer it in 30 minutes.

F. Technique of Data Collection

1. Test

Test is questions that used to know the students' progress in learning vocabulary. There are two tests used; pre-test and post-test. Pre-test was given to students before the implementing of TPR method. The pre-test used to measure students' vocabulary at first, before they learn vocabulary with TPR method. The post-test was given to students after the treatment by using TPR method as new method in teaching vocabulary. Post-test is used to checking the progress of students after learning vocabulary through TPR method. The scoring system of the test is presented below.⁹

⁸ Misra fadillah, "*The Effectiveness of Teaching Vocabulary Through Total Physical Response Method.*" Accessed 2 february 2022

⁹ Ika Nurhalimah LBS, "*Improving Students' Vocabulary Mastery Through Total Physical Response Method at Seventh Grade Students of MTs Hidayatussalam.*" Accessed 2 february 2022

Table 3.3 : Rubric Penilaian

No	Students name	Kinds of test	Number of each item	Score of each item	Total score
1	–	Multiple Choice	1	1	10
2	–	Essay	5	2	10

For each question, the value is 1 if it is correct, and if it is wrong the value is 0. The maximum total value is 10 (if completely correct). So the total multiple choice score is 10. Essay questions for each question if correct the value is two and if wrong the value is 0. So the total essay score is 10 if true.¹⁰

Table 3.4 : Scoring of the Test

No	Kind of Test	Number of item	Score of Each item	Total Score
1	Multiple Choice	10	1	10
2	Matching words	10	1	10
Total		20		20

2. Treatment

In this research, the researcher used two classes as experiment class and controlled class. Only students in the experimental class was be given treatment.¹¹ In this treatment the researcher introduces TPR method and explain to the students if the students can find out as much as vocabulary about the topic. The researcher give some example about the topic and the students

¹⁰<https://gdeagusmahardika.wordpress.com> Accessed 07 November 2022

¹¹ Nasria, *Improving Vocabulary Mastery By Using Short Stories at Second Grade Student's SMA Negeri 6 Palu.*

do as the researcher ask. The researcher was give the treatment for four meetings.

C. Technique of Data Analysis

In analyzing the data, the researcher used employed a simple statistical analysis. The researcher computed the students individual score both on the pretest and posttest. The first the researcher used the formula¹² :

$$\Sigma = \frac{x}{n} \times 100$$

Where :

Σ : Standard score

X : Number score

n : Maximum score

After getting the students individuals score in each test. The researcher calculated the students mean score in each test. They are experimental and control class. Then, the researcher used the conducted the formula proposed by Arikunto as follows:

$$M = \frac{\Sigma x}{N}$$

Where :

M : Mean Scores

Σx : The sum of the score

N : The number of students

The second, the researcher computed the main score experimental and control class both of formula proposed by Arikunto. The formula as follows:

¹² Ibid , 240

- a. The formula for experimental class

$$Mx = \frac{\sum X}{N}$$

- b. The formula control class :

$$My = \frac{\sum y}{N}$$

Where:

Mx : Mean score of deviation of experimental class

My : Mean score of deviation of control class

$\sum x$: sum scores of experimental class

$\sum y$: sum scores of control class

N : number of students in each class

The third, after getting the main score, the researcher calculated the mean deviation of students score in experimental and control class. The researcher use formula proposed by Arikunto as follows:

- a. The formula for experimental class :

$$\sum x^2 = \sum dx^2 - \frac{\sum x^2}{n}$$

- b. The formula for control class :

$$\sum y^2 = \sum dy^2 - \frac{\sum y^2}{n}$$

After getting the standard deviation, finally the researcher analysis the data in order to know the significant difference or testing hypothesis by using t- counted formula as proposed by Arikunto as follows:

$$t = \frac{Mx - My}{\sqrt{\frac{\sum x^2 + \sum y^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

Where:

Mx : Mean of experimental class

My : Mean of control class

Dx : Deviation score of pretest and post-test of experimental class

D_y : Deviation score of pretest and post-test of control class

$\sum x^2$: The total square of experimental class

$\sum y^2$: The total square of control class

N_x : Total number of experimental class

N_y : Total number of control class

Table 3.5 : Score Range, Category, Qualification

Score Range	Category	Qualification
96-100	Very Good	Successful
86-95	Good	Successful
75-85	Fair	Successful
51-74	Low	Failed
0-50	Very Low	Failed

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D. Testing Hypothesis

The effectiveness of using Total Physical Response method to improve students' vocabulary acquisition at seventh grade class of MTs Negeri 3 Donggala. The researcher was test the hypothesis whether it is rejected or accepted. The criteria of the hypothesis are as follows:

1. If the t-counted is higher than or the same as t-table, it means that hypothesis of the research will be accepted or the treatment has significant increasing students' vocabulary.
2. If the t-counted is lower than t- table, it means that the hypothesis of the research will be rejected. It shows that there is no significant difference between the two groups.

¹³ Arikunto, S. *Prosedur Penelitian Pendekatan Praktek*. Jakarta Bumi Cipta, 2006

CHAPTER IV

RESEARCH AND DISCUSSION FINDING

A. Research Finding

1. Result of The test

In presenting the data of this research, the researcher analyzed the data taken from pre test and post test which were given both of control and experimental class by using statistical analysis. The researcher gave treatment to the experimental class, while control class did not.

2. Result of the Pretest

The researcher gave the pretest to the experimental class and to the control class. The results of pretest of the two classes can be seen in table

Table 4.1.: Result of the Pretest for the Experimental Class

No	Initial	MC	Mw	Total	Standard	Category	Qualification
1	NH	3	3	6	30	Very low	Failed
2	AR	5	2	7	35	Very low	Failed
3	NF	5	4	9	45	Very low	Failed
4	NA	4	3	7	35	Very low	Failed
5	BMP	4	3	7	35	Very low	Failed
6	LM	2	3	5	25	Very low	Failed
7	MY	1	5	6	30	Very low	Failed
8	RM	3	2	5	25	Very low	Failed
9	EP	3	2	5	25	Very low	Failed
10	RF	5	2	7	35	Very low	Failed
	Total	35	29	64	$\Sigma x=320$	Very low	Failed
	Average	3.5	2.9	6.4	32	Very low	Failed

Based on the table, it can be seen that the highest score of pretest on experimental class was 45, and lowest score was 25. The researcher calculated the students mean score by applying the formula proposed by Arikunto as follows

$$M = \frac{\sum x}{N}$$

$$M = \frac{320}{10}$$

$$M = 32$$

By looking at the data above, it can be seen that the students mean score of the experimental class is 32.

Table 4.2 : Result of the Pretest for the Control Class

No	Initial	Mc	Mw	Total	Standard	Category	Qualification
1	MK	5	5	10	50	Very low	Failed
2	RM	6	0	6	30	Very low	Failed
3	CP	4	0	4	20	Very low	Failed
4	MH	5	5	10	50	Very low	Failed
5	SLDY	6	2	8	40	Very low	Failed
6	PAWD	4	4	8	40	Very low	Failed
7	BSH	4	5	9	45	Very low	Failed
8	RU	5	5	10	50	Very low	Failed
9	RA	2	4	6	30	Very low	Failed
10	AR	3	5	8	40	Very low	Failed
	Total	44	35	79	$\Sigma y = 395$	Very low	Failed
	Average	4.4	3.5	7.9	39.5	Very low	Failed

Based on the table, it can be seen that the highest score of pretest on control class was 50, and lowest score was 20. The researcher calculated the students mean score by applying the formula proposed by Arikunto as follow

$$M = \frac{\sum y}{N}$$

$$M = \frac{395}{10}$$

$$M = 39.5$$

By looking at the data above, it can be seen that the students mean score of the experimental class is 39.5

3. Result of the Posttest

The Post test was conducted to the student 's ability with and without treatment. The result of the Posttest shows whether the medium giving significant improvement or not. The researcher elaborated the student's result of both control and experimental class on the posttest in the following table.

Table4.3:Result of the Posttest for the Experimental Class

No	Initial	Mc	Mw	Total	Standard	Category	Qualification
1	NH	2	6	8	40	Very low	Failed
2	AR	9	6	15	75	Fair	Successful
3	NF	4	8	12	60	Low	Failed
4	NA	5	8	13	65	Low	Failed
5	BMP	3	10	13	65	Low	Failed
6	LM	8	9	17	85	Fair	Successful
7	MY	4	8	12	60	Low	Failed
8	RM	4	9	13	65	Low	Failed
9	EP	4	11	15	75	Fair	Successful
10	RF	4	12	16	80	Fair	Successful
	Total	47	87	134	$\Sigma x = 670$	Low	Failed
	Average	4.7	8.7	13.4	67	Low	Failed

Based on the table above, the highest score of experimental class was 85 and the lowest score was 40. The researcher calculated the students mean score by applying formula proposed by Arikunto as follows.

$$M = \frac{\sum x}{N}$$

$$M = \frac{670}{10}$$

$$M = 67$$

To conclude, by dividing the total standard score to the number of the student's of the experimental class, on the post-test was 67. Furthermore, the researcher elaborated the student's results of posttest in control class as follows

Table 4.4: Result of the Post-test for the Control Class

No	Initial	Mc	Mw	Total	Standard	Category	Qualification
1	MK	4	6	10	50	Very low	Failed
2	RM	1	6	7	35	Very low	Failed
3	CP	9	3	12	60	Low	Failed
4	MH	3	5	8	40	Very low	Failed
5	SLDY	5	12	17	85	Fair	Successful
6	PAWD	7	6	13	65	Low	Failed
7	BSH	4	9	13	65	Low	Failed
8	RU	4	6	10	50	Very low	Failed
9	RA	3	6	9	45	Very low	Failed
10	AR	5	11	16	80	Fair	Successful
	Total	45	70	115	$\Sigma y = 575$	Low	Failed
	Average	4.5	7	11.5	57.5	Low	Failed

Based on the score, the researcher find out that the highest score was 85 and the lowest score was 35. By having the score, the researcher calculated students mean score of posttest in control class by using formula proposed by Arikunto as follows

$$M = \frac{\sum y}{N}$$

$$M = \frac{575}{10}$$

$$M = 57.5$$

Thus, the students mean score of the control class on the posttest was 57.5. Moreover, by looking at the data it can be concluded that the student's scores of the experimental class were greatly improved.

4. Deviation and Standard Deviation

The researcher calculated the mean deviation and the squared deviation both of experimental and control class. The results were presented on table

Table 4.5: Deviation and Squared Deviation for the Experimental Class

No	Initial	Pretest X1	Posttest X2	Deviation X2 - x1	Square Deviation (X2 - X1) ²
1	NH	30	40	10	100
2	AR	35	75	40	1600
3	NF	45	60	15	225
4	NA	35	65	30	900
5	BMP	35	65	30	900
6	LM	25	85	60	3600
7	MY	30	60	30	900
8	RM	25	65	40	1600
9	EP	25	75	50	2500
10	RF	35	80	45	2025
	Total	$\sum X1 = 320$	$\sum X2 = 670$	$\sum (X2 - X1) = 350$	$\sum (X2 - X1)^2 = 14.350$
	Average	32	67	35	1.435

After computing mean deviation of pretest and posttest of the experimental class, the researcher determined that the highest score of deviation (d) of experimental

class was 60 and the highest square deviation (d^2) was 3600. The lowest score deviation (d) was 10 and the lowest square deviation (d^2) was 100. Having calculated the square deviation, the researcher computed the mean score of deviation of the experimental class. The researcher applied the formula from Arikunto as follows

$$M_x = \frac{\sum x}{N}$$

$$M_x = \frac{350}{10}$$

$$M_x = 35$$

Therefore mean deviation of the experimental class is 35. Furthermore, in order to find out the deviation of the control class, the researcher provided the following table.

Table 4.6: Deviation and Squared Deviation of the Control Class

No	Initial	Pretest Y1	Posttest Y2	Deviation Y2- Y1	Square Deviation (Y2 - Y1) ²
1	MK	50	50	0	0
2	RM	30	35	5	25
3	CP	20	60	40	1600
4	MH	50	40	-10	100
5	SLDY	40	85	45	2025
6	PAWD	40	65	25	625
7	BSH	45	65	20	400
8	RU	50	50	0	0
9	RA	30	45	15	225
10	AR	40	80	40	1600
	Total	$\sum Y1=395$	$\sum Y2=575$	$\sum(Y2-Y1)=197$	$\sum(Y2-Y1)^2=6600$
	Average	39.5	57.5	19.7	660

The table show that the highest score of deviation (d) of control class was 45 and the highest square deviation (d^2) was 2025. The lowest score deviation (d) was 0.

After computing the deviation scores of the control class, the researcher calculated the mean score of deviation as follows:

$$M_y = \frac{\sum y}{N}$$

$$M_y = \frac{197}{10}$$

$$M_y = 19.7$$

By looking at the result of the score above, it can be obviously that the mean score deviation of the control class is 19.7. Thus, it is necessary to compute the sum squared deviation of both experimental and control class. They are presented as follows

Sum Square Deviation of the Experimental Class

$$\sum x^2 = \sum dx^2 - \frac{(\sum x)^2}{n}$$

$$\sum x^2 = 14.350 - \frac{(350)^2}{10}$$

$$\sum x^2 = 14.350 - \frac{(122.500)}{10}$$

$$\sum x^2 = 14.350 - 12.250$$

$$\sum x^2 = -108.150$$

Sum Square Deviation of the Control Class

$$\Sigma y^2 = \Sigma dy^2 - \frac{(\Sigma y)^2}{n}$$

$$\Sigma y^2 = 6600 - \frac{(197)^2}{10}$$

$$\Sigma y^2 = 6600 - \frac{(38809)}{10}$$

$$\Sigma y^2 = 6600 - 3880.9$$

$$\Sigma y^2 = -32.209$$

Therefore, the sum of squared deviation of the experimental and control class from the computed were -108.150 and -32.209 respectively. The researcher needed to find out whether there is significant effect of the treatment on the students vocabulary of the experimental class or not. The researcher applied t_{test} formula as follows:

$$t = Mx - My$$

$$\sqrt{\frac{\Sigma x^2 + \Sigma y^2}{n_1 + n_2 - 2}} \left(\frac{1}{n_x} + \frac{1}{n_y} \right)$$

$$t = \frac{35 - 19.7}{\sqrt{\frac{108.150 + 32.209}{10 + 10 - 2}}} \left(\frac{1}{10} + \frac{1}{10} \right)$$

$$t = \frac{15.3}{\sqrt{\frac{140.359}{18}}} \left(\frac{1}{10} + \frac{1}{10} \right)$$

$$t = \frac{15.3}{\sqrt{7.797 (0.20)}}$$

$$t = \frac{15.3}{\sqrt{1.5594}}$$

$$t = \frac{15.3}{\sqrt{1.2487}}$$

$$t = 12.252$$

B. Research Hypothesis

To prove that the hypothesis of the research was accepted or rejected, the researcher needed to find out the critical t_{table} by using 0.05 level of significance. Additionally, the degree of freedom (df) of this was 18. The researcher showed the calculation as follows

$$\frac{a}{b} X_c$$

Where:

$$\frac{X_c}{b}$$

a = the subtraction of the degree of freedom obtained from the students number in sample and degree of freedom whose figure precedes right before the df obtained on the table of critical values of students distribution

b = subtraction of two degree of freedom whose precedes and comes after the degree of freedom on the table of critical values of the students distribution

c = the subtraction of values of degree in b

$$\text{Degree of freedom} = N_x + N_y - 2$$

$$= 10 + 10 - 2$$

$$= 18$$

The degree of freedom was 18 which was between 10 and 20 on the t -distribution table. The researcher counted the values of a , b , and c as show bellow.

Where:

$$a=18 - 10$$

$$a=8$$

$$b =20 - 10$$

$$b =10$$

$$c=10 \rightarrow 2.228$$

$$20 \rightarrow 2.086$$

$$c=2.228 - 2.086$$

$$c=0.142$$

The value of a, b, and c were interested into interpolation formula as follows

$$\frac{aXc}{b} = \frac{8}{10} \times 0.142$$

$$=0.127$$

$$Df(18)=2.228 - 0.127$$

$$=2.101$$

By looking at the value above, it means that the hypothesis is accepted for the reason that the $t_{counted}$ (12.252) was much higher than the t_{table} . To conclude, using total physical response method can be effective to improve students vocabulary.

C. Research Discussion

The result shows that the students mean in teaching vocabulary before taught using total physical response (pretest) is only 32 . While the students mean in teaching vocabulary after they being taught using total physical response (posttest) is 67. And result of the (pretest) for the control class is 39.5 after being taught using total physical response (posttes) is 57.5. it means that total physical response method can motivate the students to more memorize vocabulary well. Because the mean of students in posttest is more larges than the mean of students achievement in pretest. After the data was calculated using ttest it was found that the value of ttest was higher than ttable at 1% and 5% level of significance $t_{test} > t_{table}$ at 1% and 5% level of significance $t_{test} > 1.734 < 2.252 > 2.101$. This finding indicated that the alternative hypothesis stating that there was any significant effect of using total physical response to improve students vocabulary at the seventh grade class of MTs Negeri 3 Donggala.

Based on the result it can be concluded that total physical response method was effective in improvement vocabulary especially at the seventh grade class of MTs Negeri 3 Donggala. With this method students can think quickly and they can memorize and remember vocabulary. Without any pressure or coercion. In addition, students are motivated, active, interested and feel happy in participating in the learning English process. Therefore, students achievement and learning outcomes also increase. This is due to the total physical response (TPR) method as a method that combines information and skills through the use of sensory kinesthetic system.

From the results of research and analysis of posttest data on students in English lessons for the seventh grade class of MTs Negeri 3 Donggala, namely the experimental class and class above stated that: there is an effect of the total physical response method on student's vocabulary at seventh grade of MTs Negeri 3 Donggala. It is said to have effect because there is a significant to improve student's vocabulary in the experimental class which is taught using the total physical response method, compared to the control class which is taught without using the total physical response.

And this is in accordance with the theory which states that the total physical response method is a language teaching method create around the coordination of speech and physical, it attempts to teach language by physical (motor) activity. Total physical response is limited to the trace theory of memory in psychology, which holds that the more often or the more intensively a memory connection is traced, the stronger the memory association will be and the more likely it will be recalled. In developmental sense, Asher sees successful adult second language learning as a parallel process to child first language acquisition. He claims that speech directed to young children consist primarily of commands, which children respond to physically before they begin to produce verbal responses .Asher feels adults should recapitulate the processes by which children acquire their mother tongue.¹

¹Jack, C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching* ; A Description and Analysis ... P. 87

CHAPTER V

CONCLUSION

A. Conclusion

The data analysis indicates that there is a significant improvement between the result of post-test of both classes. The mean score of experimental class before the treatment was 32 while control class was 39.5. After giving the treatment total physical response method the mean score of experimental class in post-test is 67 and the control class is 57.5. It is also shown that the $t_{counted}$ 12.252 is greater in t_{table} 2.101. It means that the use of total physical response method is effective to improve students vocabulary at seventh grade class of MTs Negeri 3 Donggala.

The result of ttest using manual calculation showed that the calculated value $t_{counted}$ was greater than t_{table} at 5 % and lower at 1% significance level or $1.734 < 12.252 > 2.101$. This indicated that the alternative hypothesis stating that there was any significant effect using total physical response in improvement vocabulary at the seventh grade class of MTS Negeri 3 Donggala was accepted.

B. Suggestion

Based on the conclusion stated previously, it could be given some suggestions as follows :

1. For teacher is expected to use the TPR method as an alternative technique teaching in teaching vocabulary
2. For researcher with using TPR method, the researcher is expected to be able to reduce stress of the students and make the students enjoyable in teaching vocabulary.
3. For students with using TPR should give the students the opportunities to be active in learning vocabulary. And enjoyable in learning vocabulary

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LIST OF APPENDICES

PRE TEST

Choose the best answer for incomplete sentence below !

NAME :

CLASS :

A. Choose the correct answer by crossing a, b, c, d .

1. Today is very hot
The teacher said : “Would you please.....
The window”.
a. Stand c. Close
b. Open d. Sit
2. The teacher enters the class.
The chairman said : “..... and great to our teacher”.
a. Walk c. stand up
b. Jump d. run
3. Your teacher want you to clean the blackboard
Your teacher said : “..... The blackboard”
a. Sweep c. Clean
b. Open d. Close
4. You want your sister to turn off the Television.
You says : the television
a. Turn on
b. Turn off
c. Changes
d. Don't bother.
5. The floor is dirty .
My mother said : the floor
a. Sweep c. throw
b. Burn d. play on
6. Walk to the door and touch it.
Translate to Indonesia !
a. Pergi c. pegang
b. Berjalan d. berdiri
7. Kunci pintu itu !
Translate into English.
a. Open the door
b. Close the door
c. Lock the door
d. Walk the door

8. Joko comes to my house.

I said : Come in and on the chair.

- a. Write c. stand
- b. Turn d. sit.

9. The room is very dark .

The mother saidthe light !

- a. Turn on c. Open
- b. Sit d. Turn off

10. The spoon fell to the floor . Mother said : would you please the spoon !

- a. Point c. touch
- b. Pick up d. give

B. Match the Words in the left side With the Meaning on the right side

- | | |
|--------------------|----------------------|
| 1. Greet (....) | a. Melempar |
| 2. Move (....) | b. Melakukan |
| 3. Throw (....) | c. Memberi |
| 4. Give (....) | d. Memindahkan |
| 5. Do (.....) | e. Mengucapkan Salam |
| 6. Enjoy (.....) | f. Pantai |
| 7. Fishing (.....) | g. Tampak |
| 8. Looks (.....) | h. Tnggelam |
| 9. Sink (.....) | i. Menikmati |
| 10. Beach (.....) | j. Memancing |

POST TEST

Choose the best answer for incomplete sentence below !

NAME :

CLASS :

A. Choose the correct answer by crossing a, b, c, d .

1. Today is very hot
The teacher said : “Would you please.....
The window”.
a. Stand c. Close
b. Open d. Sit
2. The teacher enters the class.
The chairman said : “..... and great to our teacher”.
a. Walk c. stand up
b. Jump d. run
3. Your teacher want you to clean the blackboard
Your teacher said : “..... The blackboard”
a. Sweep c. Clean
b. Open d. Close
4. You want your sister to turn off the Television.
You says : the television
a. Turn on
b. Turn off
c. Changes
d. Don't bother.
5. The floor is dirty .
My mother said : the floor
a. Sweep c. throw
b. Burn d. play on
6. Walk to the door and touch it.
Translate to Indonesia !
a. Pergi c. pegang
b. Berjalan d. berdiri
7. Kunci pintu itu !
Translate into English.
a. Open the door
b. Close the door
c. Lock the door
d. Walk the door

8. Joko comes to my house.

I said : Come in and on the chair.

- a. Write c. stand
- b. Turn d. sit.

9. The room is very dark .

The mother saidthe light !

- a. Turn on c. Open
- b. Sit d. Turn off

10. The spoon fell to the floor . Mother said : would you please the spoon !

- a. Point c. touch
- b. Pick up d. give

B. Match the Words in the left side With the Meaning on the right side

- | | |
|--------------------|----------------------|
| 1. Greet (....) | a. Melempar |
| 2. Move (....) | b. Melakukan |
| 3. Throw (....) | c. Memberi |
| 4. Give (....) | d. Memindahkan |
| 5. Do (.....) | e. Mengucapkan Salam |
| 6. Enjoy (.....) | f. Pantai |
| 7. Fishing (.....) | g. Tampak |
| 8. Looks (.....) | h. Tnggelam |
| 9. Sink (.....) | i. Menikmati |
| 10. Beach (.....) | j. Memancing |

α untuk Uji Satu Pihak (<i>one tail test</i>)						
dk	0,25	0,10	0,05	0,025	0,01	0,005
	α untuk Uji Dua Pihak (<i>two tail test</i>)					
	0,50	0,20	0,10	0,05	0,02	0,01
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	1,476	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	3,355
9	0,703	1,383	1,833	2,262	2,821	3,250
10	0,700	1,372	1,812	2,228	2,764	3,169
11	0,697	1,363	1,796	2,201	2,718	3,106
12	0,695	1,356	1,782	2,179	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	2,131	2,602	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	1,734	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

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Sekolah : MTS Negeri 3 Donggala
Mata Pelajaran : Bahasa Inggris
Kelas : VII (Tujuh)
Linguistic Aspect : Vocabulary
Pertemuan : 1

1. STANDAR KOMPETENSI

Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan sekitar .

11. KOMPETENSI DASAR

Mengungkapkan makna yang terdapat dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat.

III. INDIKATOR

Siswa mampu :

1. Siswa mampu bertanya dan menjawab serta memberi perhatian terhadap lawan bicara.
2. Siswa mampu memperagakan beberapa kalimat sesuai dengan artinya.
3. Siswa mampu melafalkan dan mengartikan kosakata yang telah di berikan oleh guru
4. Siswa mampu membuat kalimat sederhana sesuai dengan kosakata yang telah di berikan oleh guru.

IV AFEKTIF (KARAKTERISTIK SOCIAL DAN INDIVIDU)

1. Karakter

- Ikut serta dalam setiap aktifitas pembelajaran selama dalam proses pembelajaran
- Bertanggung jawab terhadap tugas yang di berikan

2. Sikap

- Ikut serta dalam proses pembelajaran
- Bertanya dengan sopan dalam kegiatan pembelajaran di dalam kelas
- Mendengar pendapat orang lain dengan baik tanpa menyanggah atau memotong
- Berkomunikasi dengan baik atau apa yang harus di ucapkan di mana dan kepada siapa

V. MATERI POKOK /URAIAN MATERI POKOK

- 1.lock the door (door)
2. sit down (sit down)
- 3.clean the board (blackboard)
- 4.open your book (book)
- 5.write your name (write)
- 6.switch on the lamp (lamp)
7. move the chair (chair)
8. take of your pen (pen)
9. give the paper to me (paper)
10. Read your book. (book)
11. Give the boardmarker to your teacher (boardmarker)
12. Show the book to the class
13. Put the key away (key)
- 14.Hold the doorknob (doorknob)
- 15.Turn on the light

VI. METODE DAN STRATEGI PEMBELAJARAN

TPR (Total Physical Response)

VII. LANGKAH-LANGKAH KEGIATAN

a. Kegiatan Pendahuluan

- Guru mengucapkan salam kepada murid dan siswa menjawab salam dan mengabsen siswa.
- Guru menanyakan kabar siswa . Good morning class ? How are you today?
- Guru memulai pelajaran dengan berdoa . let's begin our study by reciting "Basmallah"

b. Kegiatan Inti

- Guru memulai menjelaskan materi pembelajaran yang akan di bicarakan yaitu penjelasan vocabulary verb
- Guru menanyakan verb kepada siswa
- Guru meminta salah satu siswa melakukan action verb dengan memperagakan kalimat sederhana
- Guru meminta salah satu siswa melakukan action verb dengan memperagakan kalimat sederhana
- Guru meminta salah satu siswa untuk maju ke depan kelas , kemudian siswa tersebut meminta siswa yang lain untuk melakukan kegiatan yang di instruksikan atau di perintahkan
- Pada langkah ini guru memastikan semua siswa mendapatkan giliran untuk menunjukkan kemampuannya memahami perintah yang sedang di latih
- Siswa di latih berpasangan . seorang siswa memberi perintah dan pasangannya melakukan perintah itu. Setelah itu peranan di tukar .siswa kedua memberi perintah dan siswa pertama melakonkan perintah itu..

c. Kegiatan penutup

- Menyimpulkan materi pembelajaran
- Menanyakan kesulitan selama KBM
- Guru memberi motivasi akhir
- Guru memberi salam

English Teacher of VII grade

Researcher

Mildayanti, S.pd.

Muhasonah

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : MTs Negeri 3 Donggala

Mata pelajaran : Bahasa Inggris

Kelas : VII (Tujuh)

Linguistic Aspect : Vocabulary

Pertemuan : 3

1. STANDAR KOMPETENSI

Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan sekitar.

II. KOMPETENSI DASAR

Mengungkapkan makna yang terdapat dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat.

III. INDIKATOR

Siswa mampu memperagakan beberapa kalimat sesuai dengan artinya

Siswa mampu melafalkan dan mengartikan kosakata yang telah di berikan oleh guru

Siswa mampu membuat kalimat sederhana sesuai dengan kosakata yang telah di berikan oleh guru.

IV AFEKTIF (KARAKTERISTIK SOCIAL DAN INDIVIDU)

1. Karakter

- Ikut serta dalam setiap aktifitas pembelajaran selama dalam proses pembelajaran
- Bertanggung jawab terhadap tugas yang di berikan

2. Sikap

- Ikut serta dalam proses pembelajaran
- Bertanya dengan sopan dalam kegiatan pembelajaran di dalam kelas
- Mendengar pendapat orang lain dengan baik tanpa menyanggah atau memotong
- Berkomunikasi dengan baik atau apa yang harus diucapkan di mana dan kepada siapa

V. MATERI POKOK / URAIAN MATERI POKOK

Vocabularies :

- **Verb**
- Take
- Give
- Move
- Switch on
- Touch
- Read
- Clear
- Move
- Make
- Find
- Install
- Gather
- Eliminate
- Go
- Rise
- Walk

V. METODE DAN STRATEGI PEMBELAJARAN

TPR (Total Physical Response)

VI. LANGKAH LANGKAH KEGIATAN

a. Kegiatan pendahuluan

- Guru mengucapkan salam kepada murid
- Guru menanyakan kabar siswa . Good morning class ? How are you today?
- Guru memulai pelajaran dengan berdoa. Let's begin our study by reciting "Basmallah"

b. Kegiatan Inti

- Guru menjelaskan kepada siswa tentang penggunaan verb dalam kalimat perintah
- Guru meminta siswa mempraktekkan kalimat kalimat yang telah di ajarkan
- Guru meminta siswa untuk memperagakan apa yang telah di instruksikan
- Memberikan siswa tugas "matching word" menjadi kalimat perintah

c. Kegiatan Penutup

- Menyimpulkan materi pembelajaran
- Menanyakan kesulitan selama KBM
- Guru memberi motivasi akhir
- Guru memberi salam

English Teacher of VII grade

Researcher

Mildayanti S.Pd

Muhasonah

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : MTs Negeri 3 Donggala

Mata pelajaran : Bahasa Inggris

Kelas : VII (Tujuh)

Linguistic Aspect : Vocabulary

Pertemuan : 3

1. STANDAR KOMPETENSI

Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan sekitar.

II. KOMPETENSI DASAR

Mengungkapkan makna yang terdapat dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat.

III. INDIKATOR

Siswa mampu memperagakan beberapa kalimat sesuai dengan artinya

Siswa mampu melafalkan dan mengartikan kosakata yang telah di berikan oleh guru

Siswa mampu membuat kalimat sederhana sesuai dengan kosakata yang telah di berikan oleh guru.

IV AFEKTIF (KARAKTERISTIK SOCIAL DAN INDIVIDU)

1. Karakter

- Ikut serta dalam setiap aktifitas pembelajaran selama dalam proses pembelajaran
- Bertanggung jawab terhadap tugas yang di berikan

2. Sikap

- Ikut serta dalam proses pembelajaran
- Bertanya dengan sopan dalam kegiatan pembelajaran di dalam kelas
- Mendengar pendapat orang lain dengan baik tanpa menyanggah atau memotong
- Berkomunikasi dengan baik atau apa yang harus diucapkan di mana dan kepada siapa

V. MATERI POKOK / URAIAN MATERI POKOK

Vocabularies :

- **Verb**
- Take
- Give
- Move
- Switch on
- Touch
- Read
- Clear
- Move
- Make
- Find
- Install
- Gather
- Eliminate
- Go
- Rise
- Walk

V. METODE DAN STRATEGI PEMBELAJARAN

TPR (Total Physical Response)

VI. LANGKAH LANGKAH KEGIATAN

a. Kegiatan pendahuluan

- Guru mengucapkan salam kepada murid
- Guru menanyakan kabar siswa . Good morning class ? How are you today?
- Guru memulai pelajaran dengan berdoa. Let's begin our study by reciting "Basmallah"

b. Kegiatan Inti

- Guru menjelaskan kepada siswa tentang penggunaan verb dalam kalimat perintah
- Guru meminta siswa mempraktekkan kalimat kalimat yang telah di ajarkan
- Guru meminta siswa untuk memperagakan apa yang telah di instruksikan
- Memberikan siswa tugas "matching word" menjadi kalimat perintah

c. Kegiatan Penutup

- Menyimpulkan materi pembelajaran
- Menanyakan kesulitan selama KBM
- Guru memberi motivasi akhir
- Guru memberi salam

English Teacher of VII grade

Researcher

Mildayanti S.Pd

Muhasonah

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah : MTS Negeri 3 Donggala
Mata pelajaran : Bahasa Inggris
Kelas : VII (Tujuh)
Linguistic Aspect : Vocabulary
Pertemuan : 4

1. STANDAR KOMPETENSI

Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan sekitar.

II. KOMPETENSI DASAR

Mengungkapkan makna yang terdapat dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat.

III. INDIKATOR

Mengetahui arti kosakata dengan tepat.

Memahami kosakata yang di pelajari.

Menggunakan kosakata yang di pelajari.

Membuat kalimat sederhana sesuai dengan kosakata yang telah di berikan.

IV AFEKTIF (KARAKTERISTIK SOCIAL DAN INDIVIDU)

1. Karakter

- Ikut serta dalam setiap aktifitas pembelajaran selama dalam proses pembelajaran
- Bertanggung jawab terhadap tugas yang di berikan

2. Sikap

- Ikut serta dalam proses pembelajaran
- Bertanya dengan sopan dalam kegiatan pembelajaran di dalam kelas
- Mendengar pendapat orang lain dengan baik tanpa menyanggah atau memotong
- Berkomunikasi dengan baik atau apa yang harus diucapkan di mana dan kepada siapa

1V. MATERI POKOK / URAIAN MATERI POKOK

Vocabularies

Verb

- Make
- Read
- Bring
- Buy
- Push
- Drive
- Sweeps

V. METODE DAN STRATEGI PEMBELAJARAN

TPR (Total physical Response)

VI. LANGKAH LANGKAH KEGIATAN

a. Kegiatan pendahuluan

- Guru mengucapkan salam kepada murid
- Guru menanyakan kabar siswa . Good morning class ? How are you today?
- Guru memulai pelajaran dengan berdoa . let's begin our study by reciting "Basmallah"

b. Kegiatan Inti

- Guru menjelaskan kepada siswa tentang penggunaan kata verb
- Guru meminta siswa menerjemahkan kosakata yang di berikan
- Guru meminta siswa menghafal kosakata yang telah di ajarkan
- Memberikan siswa tugas “matching word” menjadi kalimat.

c. Kegiatan Penutup

- Menyimpulkan materi pembelajaran
- Menanyakan kesulitan selama KBM
- Guru memberi motivasi akhir
- Guru memberi salam

English Teacher of VII grade

Researcher

Mildayanti, S.pd.

Muhasonah

DOCUMENTATIONS





KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI PALU
NOMOR : 227 TAHUN 2021

TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN

- Menimbang :
- bahwa penulisan karya ilmiah dalam bentuk skripsi merupakan salah satu syarat dalam penyelesaian studi pada jenjang Strata Satu (S1) di Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu, untuk itu dipandang perlu menetapkan pembimbing proposal dan skripsi bagi mahasiswa;
 - bahwa saudara yang tersebut namanya di bawah ini dipandang cakap dan mampu melaksanakan tugas tersebut;
 - bahwa berdasarkan pertimbangan pada huruf a dan b tersebut, perlu menetapkan keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu.
- Mengingat :
- Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
 - Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
 - Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
 - Peraturan Pemerintah Nomor 37 Tahun 2009, tentang Dosen;
 - Peraturan Menteri Agama Nomor 23 Tahun 2015 tentang Statuta Institut Agama Islam Negeri Palu;
 - Keputusan Menteri Pendidikan Nasional Nomor 178/U/2001 tentang Gelar dan Lulusan Perguruan Tinggi;
 - Keputusan Menteri Agama tentang Pengangkatan Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu Nomor 31/In.13/KP.07.6/01/2021 masa jabatan 2020-2021


MEMUTUSKAN

- Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU TENTANG PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU

- KESATU : Menetapkan saudara :
- Drs. Nuhammad Ihsan, M.Ag.
 - Rasmi, S.Pd., M.Pd.
- sebagai Pembimbing I dan II bagi Mahasiswa :
- Nama : Muhasonah
NIM : 181160029
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : THE EFFECTIVENESS OF USING TOTAL PSYCHAL RESPONSE METHODE TO IMPROVE STUDENTS VOCABULARY ACQUISITION AT SEVENTH GRADE CLASS OF MTS NEGERI 3 DONGGALA
- KEDUA : Tugas Pembimbing tersebut adalah membimbing dan mengarahkan mahasiswa, mulai penyusunan proposal sampai selesai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
- KETIGA : Segala biaya yang timbul sebagai akibat dikeluarkannya keputusan ini, dibebankan pada dana DIPA IAIN Palu Tahun Anggaran 2021
- KEEMPAT : Keputusan ini mulai berlaku sejak tanggal ditetapkan dengan ketentuan bahwa apabila di kemudian ternyata terdapat kekeliruan dalam keputusan ini maka diadakan perbaikan sebagaimana mestinya
- KELIMA : SALINAN keputusan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di : Palu
Pada Tanggal : 2 Desember 2021

Dekan,



Dr. Hamlian, M.Ag



Nomor : 1589/Un.24/F.I/PP.00.9 /04/2022 Palu, 19 April 2022
Sifat : Penting
Lamp : -
Hal : **Undangan Menghadiri Seminar Proposal Skripsi**

Kepada Yth.

1. Drs. Mohammad Ihsan, M.Ag. (Pembimbing I)
2. Rasmi, S.Pd., M.Pd. (Pembimbing II)
3. Yuni Amelia, S.Pd., M.Pd. (Penguji)
4. Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu

Di-
Palu

Assalamu'alaikum warahmatullahi wabarakatuh

Dalam rangka kegiatan seminar proposal skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri (UIN) Datokarama Palu yang akan dipresentasikan oleh:

Nama : Muhasonah
NIM : 18.1.16.0029
Jurusan : Tadris Bahasa Inggris (TBIG)
Judul Skripsi : The Effectiveness of Using Total Physical Response Method to Improve Students' Vocabulary Acquisition at Seventh Grade Class of MTsN 3 Donggala

Maka dengan hormat diundang untuk menghadiri Seminar Proposal Skripsi tersebut yang insya Allah akan dilaksanakan pada:

Hari/Tanggal : Selas, 19 April 2022
Waktu : 10.30 Wita - Selesai
Tempat : Lt. 3 FTIK UIN Datokarama Palu

Wassalamu'alaikum warahmatullahi wabarakatuh

Dean
Ketua Jurusan TBIG

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 19690215 199203 1 013

Catatan : Undangan ini difotokopi 6 rangkap, dengan rincian:

- a. 1 rangkap untuk dosen pembimbing I (dengan proposal Skripsi).
- b. 1 rangkap untuk dosen pembimbing II (dengan proposal Skripsi).
- c. 1 rangkap untuk Ketua Jurusan
- d. 1 rangkap untuk Subbag Umum Fakultas Tarbiyah dan Ilmu Keguruan.
- e. 1 rangkap Subbag AKMAH Fakultas Tarbiyah dan Ilmu Keguruan.
- f. 1 rangkap untuk ditempel pada papan pengumuman.
- g. 1 rangkap untuk dosen penguji (dengan proposal Skripsi)



DAFTAR HADIR SEMINAR PROPOSAL SKRIPSI
TAHUN AKADEMIK 2021/2022

Pada hari ini Selasa, tanggal 19 April 2022 telah dilaksanakan Seminar Proposal Skripsi:

Nama : Muhasonah
NIM : 18.1.16.0029
Program Studi : Tadris Bahasa Inggris (TBIG)
Judul Proposal : The Effectiveness of Using Total Physical Response Method to Improve Students' Vocabulary Acquisition at Seventh Grade Class of MTsN 3 Donggala
Tgl / Waktu Seminar : 19 April 2022/10.30 Wita

NO.	NAMA	NIM	SEM / PRODL	TTD	KET.
1.	Nur Indah Fitriani Sofyan	181160005	VII/TB1	[Signature]	
2.	Multazam	181160026	VII/TB1	[Signature]	
3.	Nur Auliyah	181160010	VII/TB1	[Signature]	
4.	Nurfadilah	181160032	VII/TB1	[Signature]	
5.	Dara st. Masyitah	181160036	VII/TB1	[Signature]	
6.	Nur Azizah		VII/TB1	[Signature]	
7.	Faraz Salsabilah R.		VII/TB1	[Signature]	
8.	RICKY	181160026	C/TB1	[Signature]	
9.	Denda Eida Sari	181160009	8/TB1	[Signature]	
10.	Echofarani	181160030	8/TB1	[Signature]	

Pembimbing I,

[Signature]

Drs. Mohammad Ihsan, M.Ag.
NIP. 19650530 199203 1 006

Pembimbing II,

[Signature]

Rasmi, S.Pd., M.Pd.
NIP. 19860624 201903 2 011

Mengetahui
a.n. Dekan
Ketua Jurusan TBIG,

[Signature]
Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 19690215 199203 2 001

Palu, 11 April 2022
Penguji,

[Signature]

Yuni Amelia, S.Pd., M.Pd.
NIP. 19900629 201801 2 001



**BERITA ACARA
UJIAN PROPOSAL SKRIPSI**

Pada hari ini Selasa, tanggal 19 April 2022 telah dilaksanakan Seminar Proposal Skripsi:

Nama : Muhasonah
NIM : 18.1.16.0029
Program Studi : Tadris Bahasa Inggris (TBIG)
Judul Proposal : The Effectiveness of Using Total Physical Response Method to Improve Students' Vocabulary Acquisition at Seventh Grade Class of MTsN 3 Donggala
Pembimbing I : Drs. Mohammad Ihsan, M.Ag.
Pembimbing II : Rasmi, S.Pd., M.Pd.
Penguji : Yuni Amelia, S.Pd., M.Pd.

SARAN-SARAN PENGUJI/PEMBIMBING

No.	Aspek Penilaian	Nilai	Catatan
1.	ISI	80	
2.	BAHASA & TEKNIS PENULISAN	79	
3.	METODOLOGI	80	
4.	PENGUASAN	79	
	Jumlah	318	
	Nilai Rata-rata	79,5	

Palu, 11 April 2022

Mengetahui
a.n. Dekan
Ketua Jurusan TBIG,

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 19690215 199203 1 013

Penguji,

Yuni Amelia, S.Pd., M.Pd.
NIP. 19900629 201801 2 001

Catatan

Nilai Menggunakan Angka:

Nilai Angka	Nilai Huruf	Keterangan
85-100	A	Harap memberikan nilai dalam bentuk angka
80-84	A-	
75-79	B+	
70-74	B	
65-69	B-	
60-64	C+	
55-59	C	
50-54	D	
0 - 49	E (mengulang)	



**BERITA ACARA
UJIAN PROPOSAL SKRIPSI**

Pada hari ini Selasa, tanggal 19 April 2022 telah dilaksanakan Seminar Proposal Skripsi:

Nama : Muhasonah
NIM : 18.1.16.0029
Program Studi : Tadris Bahasa Inggris (TBIG)
Judul Proposal : The Effectiveness of Using Total Physical Response Method to Improve Students' Vocabulary Acquisition at Seventh Grade Class of MTsN 3 Donggala
Pembimbing I : Drs. Mohammad Ihsan, M.Ag.
Pembimbing II : Rasmi, S.Pd., M.Pd.
Penguji : Yuni Amelia, S.Pd., M.Pd.

SARAN-SARAN PENGUJI/PEMBIMBING

No.	Aspek Penilaian	Nilai	Catatan
1.	ISI	85	
2.	BAHASA & TEKNIS PENULISAN	85	
3.	METODOLOGI	85	
4.	PENGUASAN	85	
	Jumlah	340	
	Nilai Rata-rata	85	

Palu, 11 April 2022

Mengetahui
a.n. Dekan
Ketua Jurusan TBIG,

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 19690215 199203 1 013

Pembimbing I,

Drs. Mohammad Ihsan, M.Ag.
NIP. 19650530 199203 1 006

Catatan

Nilai Menggunakan Angka:

Nilai Angka	Nilai Huruf	Keterangan
85-100	A	Harap memberikan nilai dalam bentuk angka
80-84	A-	
75-79	B+	
70-74	B	
65-69	B-	
60-64	C+	
55-59	C	
50-54	D	
0 - 49	E (mengulang)	



**BERITA ACARA
UJIAN PROPOSAL SKRIPSI**

Pada hari ini Selasa, tanggal 19 April 2022 telah dilaksanakan Seminar Proposal Skripsi:

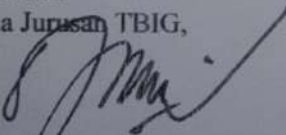
Nama : **Muhasonah**
NIM : **18.1.16.0029**
Program Studi : **Tadris Bahasa Inggris (TBIG)**
Judul Proposal : **The Effectiveness of Using Total Physical Response Method to Improve Students' Vocabulary Acquisition at Seventh Grade Class of MTsN 3 Donggala**
Pembimbing I : **Drs. Mohammad Ihsan, M.Ag.**
Pembimbing II : **Rasmi, S.Pd., M.Pd.**
Penguji : **Yuni Amelia, S.Pd., M.Pd.**

SARAN-SARAN PENGUJI/PEMBIMBING

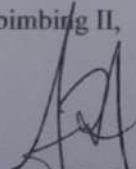
No.	Aspek Penilaian	Nilai	Catatan
1.	ISI	85	fix all the mistakes. add the inputs.
2.	BAHASA & TEKNIS PENULISAN	85	
3.	METODOLOGI	85	
4.	PENGUASAN	85	
	Jumlah	340	
	Nilai Rata-rata	85	

Palu, 11 April 2022

Mengetahui
a.n. Dekan
Ketua Jurusan TBIG,


Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 19690215 199203 1 013

Pembimbing II,


Rasmi, S.Pd., M.Pd.
NIP. 19860624 201903 2 011

Catatan
Nilai Menggunakan Angka:

Nilai Angka	Nilai Huruf	Keterangan
85-100	A	Harap memberikan nilai dalam bentuk angka
80-84	A-	
75-79	B+	
70-74	B	
65-69	B-	
60-64	C+	
55-59	C	
50-54	D	



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

جامعة داتوكاراما الإسلامية الحكومية بالو
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website : www.uindatokarama.ac.id, email : humas@uindatokarama.ac.id

DAFTAR HADIR DAN PENILAIAN
UJIAN KOMPREHENSIF
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
UIN DATOKARAMA PALU - TAHUN 2022

Materi : ILMU PENDIDIKAN ISLAM
Dosen Penguji I : Drs. Sagir Muhammad Amin, M.Pd.I

NO	HARI/TGL	NIM	NAMA MAHASISWA	JURUSAN	NILAI	TANDA TANGAN	KET.
1.	Senin, 06 Juni 2022	181160026	Muhasonah	VIII/TBIG-1	90		A

Palu, 17 Mei 2022
Dosen Penguji,

Drs. Sagir Muhammad Amin, M.Pd.I.
NIP. 196506121992031004

Catatan Penilaian :

Nilai menggunakan angka

85 - 100 = A → 90
80 - 84 = A-
75 - 79 = B+
70 - 74 = B
65 - 69 = B-
60 - 64 = C+
55 - 59 = C
50 - 54 = D
0 - 49 = E



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

جامعة داتوكاراما الإسلامية الحكومية بالو

STATE ISLAMIC UNIVERSITY DATOKARAMA PALU

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165

Website : www.uindatokarama.ac.id, email : humas@uindatokarama.ac.id

DAFTAR HADIR DAN PENILAIAN
UJIAN KOMPREHENSIF
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
UIN DATOKARAMA PALU - TAHUN 2022

Materi : METODE KHUSUS TADRIS BAHASA INGGRIS

Dosen Penguji II : Rasmi, S.Pd., M.Pd.

NO	HARI/TGL	NIM	NAMA MAHASISWA	JURUSAN	NILAI	TANDA TANGAN	KET.
1.	Senin, 06 Juni 2022	181160026	Muhasonah	VIII/TBIG-1	85		

Palu, 18 Mei 2022

Dosen Penguji,

Rasmi, S.Pd., M.Pd.

NIP. 198606242019032011

Catatan Penilaian :

Nilai menggunakan angka :

85 – 100 = A

80 – 84 = A-

75 – 79 = B+

70 – 74 = B

65 – 69 = B-

60 – 64 = C+

55 – 59 = C

50 – 54 = D

0 – 49 = E



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

جامعة داتوكاراما الإسلامية الحكومية بالو
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website : www.uindatokarama.ac.id; email : humas@uindatokarama.ac.id

DAFTAR HADIR DAN PENILAIAN
UJIAN KOMPREHENSIF
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
UIN DATOKARAMA PALU – TAHUN 2022

Materi : METODE STUDI ISLAM
Dosen Penguji III : Drs. Mohammad Ihsan, M.Ag.

NO	HARI/TGL	NIM	NAMA MAHASISWA	JURUSAN	NILAI	TANDA TANGAN	KET.
1.	Senin, 06 Juni 2022	181160026	Muhammad	VIII/TBIG-1	96		

Palu, Mei 2022
Dosen Penguji,

Drs. Mohammad Ihsan, M.Ag.
NIP. 196505301992031006

Catatan Penilaian :

Nilai menggunakan angka :

85 – 100 = A
80 – 84 = A-
75 – 79 = B+
70 – 74 = B
65 – 69 = B-
60 – 64 = C+
55 – 59 = C
50 – 54 = D
0 – 49 = E



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

الجامعة الإسلامية الحكومية داتوكاراما فالو

STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

Lamp : 1 (satu) berkas
Hal : **Permohonan Pembuatan Surat Izin Penelitian**

Kepada Yth.

Subbag. AKMAH FTIK

Di-

Tempat

Yang bertanda tangan dibawah ini :

Nama : Hijrah Syam, S.Pd., M.Pd.
NIDN : 2004058603
Jabatan : Sekretaris Jurusan Tadris Bahasa Inggris

Menerangkan :

Nama : Muhasonah
NIM : 181160029
Jurusan / Kelas : Tadris Bahasa Inggris (TBIG - 1)
Semester : IX (Sembilan)
No. HP : 082290505987
Judul Skripsi : The Effectiveness of Using Total Physical Response Method to Improve Students' Vocabulary Acquisition at Seventh Grade Class of MTs Negeri 3 Donggala

Pembimbing : 1. Drs. Muhammad Ihsan, M.Ag.
2. Rasmii, S.Pd., M.Pd.

Penguji : Yuni Amelia, S.Pd., M.Pd.

Bahwa mahasiswa/(i) yang bersangkutan telah memenuhi persyaratan dan layak untuk mendapatkan surat izin penelitian.

Demikian, atas perhatiannya terima kasih.

Palu, 28 September 2022
Sekretaris Jurusan
Tadris Bahasa Inggris,

Hijrah Syam, S.Pd., M.Pd.
NIP. 2004058603



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Website : www.uindatokarama.ac.id, email : humas@uindatokarama.ac.id

Nomor : 4610 /Un.24/F.I/PP.00.9/9/2022
2022

Palu, 20 September

Lampiran : -
Hal : **Izin Penelitian Untuk
Menyusun Skripsi**

Yth. Kepala MTS Negeri 3 Donggala

Di
Tempat

Assalamualaikum wr. wb.

Dengan hormat, dalam rangka Penyusunan Tugas Akhir (Skripsi) oleh Mahasiswa pada Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Datokarama Palu :

Nama : Muhasonah
NIM : 181160029
Tempat Tanggal Lahir : Karya Mukti, 4 Desember 1998
Semester : IX (Sembilan)
Program Studi : Tadris Bahasa Inggris
Alamat : Jl. Kelapa dua
Judul Skripsi : THE EFFECTIVENESS OF USING TOTAL PHYSICAL RESPONSE METHODE TO IMPROVE STUDENTS' VOCABULARY ACQUISTION AT SEVENTH GRADE CLASS OF MTS NEGERI 3 DONGGALA
No. HP : 082290505987

Dosen Pembimbing :
1. Drs. Muhammad Ihsan, M.Ag.
2. Rasmi, S.Pd., M.Pd.

maka bersama ini kami mohon kiranya agar mahasiswa yang bersangkutan dapat diberi izin untuk melaksanakan penelitian di Sekolah yang Bapak/Ibu Pimpin.

Demikian, atas perkenannya diucapkan terima kasih.

Wassalam,
Dekan,

Dr. H. Askar, M.Pd.
NIP. 196705211993031005



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN DONGGALA
MADRASAH TSANAWIYAH NEGERI 3 DONGGALA**

Alamat : Jln Siswa 1 No. 13 Karya Mukti Kec. Dampelas KP. 94356

E-mail : mtsn.karyamukti1@gmail.com

SURAT KETERANGAN

Nomor : B-188/MTs.22.02.10/PP.01.1/10/2022

Yang bertanda tangan dibawah ini, Kepala MTs Negeri 3 Donggala membrikan keterangan kepada :

Nama : **MUHASONAH**
Tempat Tanggal Lahir : Karya Mukti, 4 Desember 1998
NIM : 181160029
Alamat : Jl. Kelapa dua

Adalah benar telah melaksanakan penelitian tentang : "*THE EFFECTIVENESS OF USING TOTAL PHYSICAL RESPONSE METHODE TO IMPROVE STUDENTS' VOCABULARY ACQUISTION AT SEVENTH GRADE CLASS OF MTS NEGERI 3 DONGGALA*". Sejak Tanggal 03 Oktober 2022 s/d tanggal 29 Oktober 2022 di MTs Negeri 3 Donggala.

Demikian keterangan ini di buat dengan benar dan dapat digunakan sebagaimana mestinya.



Karya Mukti, 29 Oktober 2022
Kepala Madrasah,

Dra. FATMAWATI. ABD H SOGO
NIP. 196710022005012003

FOTO 3 X 4

KARTU SEMINAR PROPOSAL SKRIPSI
FAKULTAS TARBİYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI (IAIN) PALU

NAMA	: Mubandah
NIM	: 18160029
PROGRAM STUDI	: Tarbiyah Al-Islamiyah (H9903)

NO.	HARI/TANGGAL	NAMA	JUDUL SKRIPSI	DOSEN PEMBIMBING	TANDA TANGAN DOSEN PEMBIMBING
1	Senin, 15 Maret 2021	Moh. Fathi	Self Assessment of speaking skill at the second Semester of Tarbiyah English Program	1. Prof. Puib, S.Ag. Soc. Sc 2. Ana Kuliakana, S.Pd. M.Pd.	
2	Senin, 15 Maret 2021	Randi	The fetching of speaking Using Asynchronous e learning application at the second semester student tarbiyah english IAIN Palu	1. Prof. H. Nurdin, S.Sos., S.Pd., M. Com. Pd. 2. Ana Kuliakana, S.Pd., M. Pd.	
3	Kamis, 25 Maret 2021	Nurhikmah	The Implementation of Podcast Media in literal listening subject to second semester students of english Tarbiyah program 2020/2021 at IAIN Palu.	1. Drs. Muhammad Ihsan, M. Ag. 2. Afifah, S.Pd., M. Pd.	
4	Kamis, 08 April 2021	Cici Fauziah	APPLYING DRILLING TECHNIQUE TO ENHANCE STUDENTS PRONUNCIATION OF SUFFIX-ED IN REGULAR VERBS AT THE EIGHTH GRADE OF MTsN 2 PALU.	1. Drs. Mohamad Ihsan, M. Ag. 2. Afifah, M. Pd.	
5	Rabu, 21 April 2021	Yuliana Usman Kase	Problematika Penerjemahan menggunakan Google Translate dalam mata kuliah Tadarjiah Pada mahasiswa Pendidikan Bahasa Arab angkatan 2019 Etik IAIN Palu.	1. Dr. H. Ubadah, S. Ag., M. Pd. 2. Muhammad Nur Asmauli, S. Ag., M. Pd. I	
6	Senin, 21 Februari 2022	Marialul Husna :	The influence of students' vocabulary mastery towards English speaking skill at the tenth grade science class of MAN 2 Parigi	1. Prof. Nurdin, S.Pd., S.Sos. M. Com. Pd. 2. Afifah, S.Pd. M. Pd.	
7	Rabu, 13 April 2022	Nur Auliyah	THE EFFECTIVENESS OF USING GLENT WAY METHOD WITH SPELLING BE IN IMPROVING STUDENTS VOCABULARY	1. Drs. Muhammad Ihsan, M. Ag. 2. Dzakiyah, M. Pd.	
8	Rabu 10 Mei 2022	Khawidh Al-haki	Perspektif Pendidikan agama Islam terhadap nilai-nilai tradisi, budaya suku sasak Lombok & desa Karya mekti kec. Dampelas	1. Dr. Saepudin Mashuri S. Ag., M. Pd. I 2. Agungwicaksono, S.Pd., M. Pd.	
9	Jumat 10 Juni 2022	Caharia Sentika	Analysis of the problem of using google classroom in learning English for Grade 4 at sma 4 Palu.	1. 2.	
10				1. 2.	

Catatan : Kartu ini merupakan persyaratan untuk mendaftar seminar menempuh ujian skripsi

**JURNAL KONSULTASI
PEMBIMBINGAN PENULISAN SKRIPSI**

Nama :
 NIM :
 Program Studi :
 Judul Skripsi :
 Pembimbing I :
 Pembimbing II :

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
	27/01/2021	1	<ul style="list-style-type: none"> Read, understand and follow the FTI form Read the Research Declaration Make the objective of your research more clearly Compare with the previous studies and your research plan! write your literature review orderly 	A

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
			<ul style="list-style-type: none"> add the teaching, calculating by using TPM add theoretical framework fix and make in detail the hypothesis! procedures and data analysis should be added research design should be understood well references should be written orderly and add the date 	A

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
			<ul style="list-style-type: none"> - Perbaiki sub - Sub Experimental research design - Pd. KTI - Fokus pada experimental Research - Fokus pd perbagian penelitian - Instrument yang sudah - Rpp (prasyarat penelitian anda) - penggunaan focus present pada paper penelitian! - Approval sheet - typi format - Implementasi of JOR in each vocabulary 	<p>A</p> <p>A</p> <p>A</p>
	21/03/2022			

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
			<ul style="list-style-type: none"> - Doing Byt of vocabulary - research design - Rpp - instrument of the research - pretest - treatm - tracking online - theoretical Framework 	<p>A</p>

**JURNAL KONSULTASI
PEMBIMBINGAN PENULISAN SKRIPSI**

Nama :
 NIM :
 Program Studi :
 Judul Skripsi :
 Pembimbing I :
 Pembimbing II :

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
	27/01/2021	1	1. Read, understand and follow the FTI form 2. Read the Research Declaration 3. Make the objective of your research more clearly 4. Compare both the previous studies and your research plan! 5. write your literature review orderly	A

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
			add the feasibility calculation by using TPM - add theoretical framework - fix and make in detail the hypothesis! - procedures and data analysis should be added - research design should be understood well - references should be written orderly and add the date	A



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Website : www.uindatokarama.ac.id, email : uindatokarama.ac.id

Nomor : /Un.24/F.I/PP.00.9/01/2023 Sigi, Januari 2023
Sifat : Penting
Lampiran : -
Perihal : **Undangan Menghadiri Ujian Skripsi**

Yth. Bapak/Ibu Tim Penguji Skripsi
Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu

1. Hijrah Syam, S.Pd., M.Pd.
2. Yuni Amelia, S.Pd., M.Pd.
3. Fatima, M.Pd.
4. Drs. Muhammad Ihsan, M.Ag.
5. Rasmi, S.Pd., M.Pd.

Assalamualaikum wr.wb.

Dalam rangka pelaksanaan Ujian Munaqasyah Mahaiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Datokarama Palu :

Nama : Muhasonah
NIM : 181160029
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : THE EFFECTIVENESS OF USING TOTAL PHYSICAL RESPONS
METHODE TO IMPROVE STUDENTS' VOCABULARY ACQUISITION AT
SEVENTH GRADE CLASS OF MTS NEGERI 3 DONGGALA

dengan hormat kami mohon kesediaanya untuk menguji Skripsi tersebut, yang akan dilaksanakan pada :

Hari/tanggal : Selasa, 24 Januari 2023
Jam : 10.00 - 12.00
Meja Sidang : Meja Sidang D
Tempat : Kampus II Gedung FTIK Lt.3

Demikian, atas kehadirannya diucapkan terima kasih.

Wassalam,

a.n. Dekan
Ketua Prodi Tadris Bahasa Inggris

Dr. Ruslin, S.Pd., M.Pd., M.Sc., Ph.D
NIP. 196802151992031013

Catatan Bagi Peserta Ujian Skripsi :

1. Berpakaian Hitam Putih dan Almamater + Kopyah (Pria).
2. Berpakaian Hitam Putih dan Almamater (Wanita).

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
NOMOR : TAHUN 2023

TENTANG
PENETAPAN TIM PENGUJI SKRIPSI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN

- Menimbang : a. bahwa penulisan karya ilmiah dalam bentuk skripsi merupakan salah satu syarat dalam penyelesaian studi pada jenjang Strata Satu (S1) di Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu, untuk itu dipandang perlu menetapkan tim penguji skripsi untuk menguji skripsi mahasiswa pada ujian munaqasyah;
b. bahwa saudara yang tersebut namanya di bawah ini dipandang cakap dan mampu melaksanakan tugas tersebut;
c. bahwa berdasarkan pertimbangan pada huruf a dan b tersebut, perlu menetapkan keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
3. Peraturan Presiden No 61 Tahun 2021, tentang Universitas Islam Negeri Datokarama Palu;
4. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
5. Peraturan Pemerintah Nomor 37 Tahun 2009, tentang Dosen;
6. Peraturan Menteri Agama Nomor 39 Tahun 2021 tentang Statuta Universitas Islam Negeri Datokarama Palu;
7. Keputusan Menteri Pendidikan Nasional Nomor 178/U/2001 tentang Gelar dan Lulusan Perguruan Tinggi;
8. Keputusan Menteri Agama tentang Pengangkatan Dekan Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu Nomor 454/Un.24/KP.07.6/12/2021 masa
- M E M U T U S K A N
- Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU TENTANG PENETAPAN TIM PENGUJI SKRIPSI FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
- KESATU : Menetapkan Tim Penguji Skripsi Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu sebagai berikut :
- | | | |
|--------------------------|---|----------------------------|
| 1. Ketua Tim Penguji | : | Hijrah Syam, S.Pd., M.Pd |
| 2. Penguji Utama I | : | Yuni Amelia, S.Pd., M.Pd. |
| 3. Penguji Utama II | : | Fatima, M.Pd. |
| 4. Pembimbing/Penguji I | : | Drs. Muhammad Ihsan, M.Ag. |
| 5. Pembimbing/Penguji II | : | Rasmi, S.Pd., M.Pd. |
- untuk menguji Skripsi Mahasiswa
Nama : Muhasonah
NIM : 181160029
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : THE EFFECTIVENESS OF USING TOTAL PHYSICAL RESPONS METHODE TO IMPROVE STUDENTS' VOCABULARY ACQUISITION AT SEVENTH GRADE CLASS OF MTS NEGERI 3 DONGGALA
- KEDUA : Tim Penguji Skripsi bertugas memberikan pertanyaan dan perbaikan yang berkaitan dengan isi, metodologi dan bahasa dalam skripsi yang diujikan;
KETIGA : Segala biaya yang timbul sebagai akibat dikeluarkannya keputusan ini, dibebankan pada dana DIPA UIN Datokarama Palu Tahun Anggaran 2023
KEEMPAT : Keputusan ini mulai berlaku sejak tanggal ditetapkan dengan ketentuan bahwa apabila di kemudian ternyata terdapat kekeliruan dalam keputusan ini maka diadakan perbaikan sebagaimana mestinya
KELIMA : SALINAN keputusan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di : Palu
Pada Tanggal : Januari 2023
Dekan,