THE EFFECTIVENESS OF TOTAL PHYSICAL RESPONSE (TPR) METHOD IN TEACHING VOCABULARY MASTERY FOR THE FIFTH GRADE STUDENTS OF MIN 3 KEDIRI

THESIS

By:

Nazila Nur Nila Qurnia

932218819

ENGLISH DEPARTMENT

FACULTY OF TARBIYAH

STATE ISLAMIC INSTITUTE OF KEDIRI

2023

THE EFFECTIVENESS OF TOTAL PHYSICAL RESPONSE (TPR) METHOD IN TEACHING VOCABULARY MASTERY FOR THE FIFTH GRADE STUDENTS OF MIN 3 KEDIRI

THESIS

Presented to

State of Islamic Institute (IAIN) Kediri

In Partial Fulfillment of the Requirements

For The Degree of *Sarjana* in English Language Education

By:

Nazila Nur Nila Qurnia

9322.188.19

ENGLISH DEPARTMENT

FACULTY OF TARBIYAH

STATE ISLAMIC INSTITUTE OF KEDIRI

2023

DECLARATION OF AUTHENTICITY

Name	: Nazila Nur Nila Qurnia
Student's ID Number	: 932218819
Study Program	: Department of English Language Education
Faculty	: Tarbiyah
Title of Thesis	: The Effectiveness of Total Physical Response (TPR) Method in Teaching Vocabulary Mastery For The Fifth Grade Students of MIN 3 Kediri

I hereby declare that the thesis and the work presented in it are my own and it has been generated by me as a result of my own original research. It does not incorporate any materials previously written or published by another person except those indicated in quotations and references. No portion of this work has been submitted in support of an application for another degree on qualification of this or any other university or institution of higher education. Due to this fact, I am the only person responsible for the thesis if there is any subjection or claim from others.

This thesis is to fulfill the requirement for the degree of Sarjana (S1) in the English Study Program, State Islamic Institute (IAIN) of Kediri.

Kediri, June, 20th 2023

The Researcher

Nazila Nur Nila Qurnia

NIM: 932218819

APPROVAL PAGE

This is to certify that the *Sarjana`s* Thesis of Nazila Nur Nila Qurnia has been approved by the thesis advisors for further approval by the board of examiners.

THE EFFECTIVENESS OF TOTAL PHYSICAL RESPONSE (TPR) METHOD IN TEACHING VOCABULARY MASTERY FOR THE FIFTH GRADE STUDENTS OF MIN 3 KEDIRI

Nazila Nur Nila Qurnia
NIM: 9322.188.19

Approved by:

Advisor I

Drs. Agus Edi Winarto, M.Pd
NIP.196505272000031001

Advisor II

Dr. Sri Wahyuni, M. Pd
NIP. 198409092011012018

RATIFICATION SHEET

THE EFFECTIVENESS OF TOTAL PHYSICAL RESPONSE (TPR) METHOD IN TEACHING VOCABULARY MASTERY FOR THE FIFTH GRADE STUDENTS OF MIN 3 KEDIRI

NAZILA NUR NILA QURNIA

NIM. 932218819

Has been examined by the Board of Examiners of State Islamic Institute (IAIN) of Kediri on June 23rd 2023

1. **Main Examiner**

   Nurul Aini, M.Pd.
   NIDN. 2003078801

   (.....)

2. **Examiner I**

   Drs. Agus Edi Winarto,M.Pd.
   NIP.196505272000031001

   (.....)

3. **Examiner II**

   Dr. Sri Wahyuni, M.Pd.
   NIP. 198409092011012018

   (.....)

Kediri, 5 July 2023

Acknowledge by

Dean of Faculty of Tarbiyah

State Islamic Institute (IAIN) of Kediri

Prof Dr. Hj. Munifah, M.Pd

NIP. 197004121994032006

MOTTO

"Part of getting a second chance is taking responsibility for what you did wrong in the first place."

Jack Bauer.

DEDICATION SHEET

The main of everything. My bow down and gratitude to Allah SWT. Your compassionate sprinkles have given me strength. The gift gave me can finally complete this thesis. Prayers and greetings were always bestowed upon the Prophet Muhammad SAW. I dedicate this thesis to:

1. My beloved parents, (Alm) Mr. R. Maskur and Mrs. Siti Mariyah. Wherever you are now, I hope you are proud of me. Thank you for all the love, sacrifice, support, and life lessons you've given me.
2. My beloved big brother, Aby Aziz Qurniawan Alwah Dhany who has been the great successor of our parents for the past two years. Thank you for all the sacrifices, support, and thank you for being the best motivator in completing this thesis.
3. To all lectures of IAIN Kediri, especially to my respectable advisors Drs. Agus Edi Winarto, M.Pd and Dr. Sri Wahyuni M.Pd who have helped and guide me to complete this thesis.
4. My special partner, M. Rasyid Al Rahman. Thank you for all the support and for being my mood booster all the time.
5. My best friend Dewi Mariyah. Thank you very much for your support and for always accompanying me and helping me on any condition to complete this thesis. Keep fight to you for finishing college there.

6. To all my friends in English Department especially to Danny Pramitasari and Dita Farisa Setyo Budhi who had provided ideas, ideas, suggestions, and motivations that were helpful in completing this thesis.
7. To Mr. Misbahuddin, S.Pd and all the 5th grade students in MIN 3 Kediri who had volunteered to help with the data release in the thesis.
8. Teachers from MI Darussalam, MI Hidayatus Shalihin, and MTs-MA Sunan Ampel Plosoklaten. Thank you for all your knowledge so that the writer can come to this stage.
9. The family of Mr. Ahmad Jalaludin and Mr. Mujito who have helped provide prayers and support over the years.
10. My cats who have accompanied me in my night to finish the thesis.
11. All parties involved and cannot be written out one by one, may Allah SWT repay all their goodness.

ACKNOWLEDGEMENTS

Alhamdulillah hirobbil alamin, praise and thanks to Allah SWT for over all his riddles the writer can finish this thesis well. Peaches and greetings were always given to the Prophet Muhammad SAW, who always brings us from stupidity to cleverness. The thesis was written to fulfilment one of the requirements for the degree of Sarjana in English Education.

The writer understood that without the help, prayer, and guidance of all people would be very difficult to complete this thesis. So the writer would like to express his most profound gratitude for support and contribution to:

1. Dr. Wahidul Anam, M.Ag as a Rector of State Islamic Institute (IAIN) of Kediri.
2. Prof. Dr. Hj. Munifah, M.Pd as a Dekan of Faculty of Tarbiyah, State Islamic Institute (IAIN) of Kediri.
3. Nur Afifi, M. App. Ling, Ph.D as a Head of English Department, Faculty of Tarbiyah State Islamic Institute (IAIN) of Kediri.
4. The respectable advisors Drs. Agus Edi Winarto, M.Pd and Dr. Sri Wahyuni, M. Pd who guide me through this thesis. They made invaluable contributions and supported me during this study.
5. All lecturers in English Department, Faculty of Tarbiyah, who have taught and educated me during my study at State Islamic Institute (IAIN) of Kediri.
6. Teachers and students in MIN 3 Kediri who were willing to be part of the data retrieval in this thesis.

7. All my friends in IAIN Kediri, we have been through a lot to finish this thesis. I hope it will be useful soon.

The writer realized that there was still a lot of flaws in this thesis, for which the writer was very hopeful of criticism and suggestions for the work ahead. Hopefully this thesis will be of useful to all of us.

The Researcher

ABSTRACT

Qurnia, Nazila Nur Nila. 2023. "The Effectiveness of Total Physical Response (TPR) Method in Teaching Vocabulary Mastery for The Fifth Grade Student of MIN 3 Kediri". A thesis, English Department, Faculty of Tarbiyah. Advisors: (I) Drs. Agus Edi Winarto, M.Pd and (II) Dr. Sri Wahyuni, M.Pd

Keywords: *Total Physical Response, Vocabulary Mastery, Young Learners*

In language study, vocabulary played an important part. It means that without adequate vocabulary, where communication occurs, a person cannot effectively express his thoughts either by written form or by speech. Vocabulary must be mastered because it is a component that plays a major role for an English student in developing his or her English skills. Teaching vocabulary to young learners, there is a lot of preparation to start with getting information from various sources on methods and activities the young learners. This study aims to find out the effectiveness of Total Physical Response (TPR) method in teaching vocabulary mastery for the fifth grade students.

The method in this study is quantitative method with quasi-experimental design. The subject in this study were fifth grade students of MIN 3 Kediri for academic year 2022/2023. The data collected by using pre-test and post-test. Pre-test given to know the students vocabulary mastery before getting treatment and post-test given to know students vocabulary mastery after getting treatments by using Total Physical Response (TPR) method. In this study, the data are analyzed by using ANCOVA in SPSS 25.0 version for windows.

The findings show the value of Sig. Class variable. The Sig. Class obtained is lower than 0.05 ($0.001 < 0.05$). It means that null hypothesis is rejected and alternative hypothesis is accepted: "There is significant difference on vocabulary mastery between the students taught by using Total Physical Response (TPR) method and the students taught by using direct method." In other words, based on the results, it can be concluded that the using Total Physical Response (TPR) method is effective for teaching vocabulary mastery.

TABLE OF CONTENT

PAGE TITLE ..... **i**

DECLARATION OF AUTHENTICITY ..... **ii**

APPROVAL PAGE ..... **iii**

RATIFICATION SHEET ..... **iv**

MOTTO ..... **v**

DEDICATION SHEET ..... **vi**

ACKNOWLEDGEMENTS ..... **viii**

ABSTRACT ..... **x**

TABLE OF CONTENT ..... **xi**

LIST OF TABLE ..... **xiv**

LIST OF APPENDIXES ..... **xv**

CHAPTER I: INTRODUCTION **1**

A. Background of the Study 1

B. Research Problem 6

C. Objective of the Study 6

D. Significance of the Study 6

E. Hypothesis 7

F. Scope and Limitation 7

G. Definition of the Key Term 8

CHAPTER II: LITERATURE REVIEW 9

A. The Definition of Vocabulary 9

B. Types of Vocabulary 10

C. The Importance of Vocabulary 11

D. The Problem of Learning Vocabulary 12

E. Teaching Vocabulary 13

F. Total Physical Response (TPR) Method 14

G. Direct Method 15

H. Previous Studies 16

CHAPTER III: RESEARCH METHOD 18

A. Research Design 18

B. Research Variable 19

C. Population and Sample 19

D. Instrument of the Study 20

E. Research Treatment 21

F. Validity and Reliability 23

G. Data Collection 26

H. Data Analysis 27

I. Interpretation 28

CHAPTER IV: FINDINGS AND DISCUSSION 30

A. Research Findings 30

1. The Results of Pre-Test 30

2. The Results of Post-Test 31

3. The Fulfilment of ANCOVA Assumption 32

4. The Result of ANCOVA 36

B. Discussion 37

CHAPTER V: CONCLUSION AND SUGGESTION 40

A. Conclusion 40

B. Suggestion 41

REFERENCES 43

APPENDIXES 45

LIST OF TABLE

Table 3. 1 Research Design 18
Table 3. 2 Total Number of Population 19
Table 3. 3 Blueprint of the Pre-test 20
Table 3. 4 Blueprint of the Post-test 21
Table 3. 5 Treatment Procedure 22
Table 3. 6 The Schedule of Treatment 23
Table 3. 7 Results of Validity 23
Table 3. 8 Reliability Pre-Test 25
Table 3. 9 Reliability Post-Test 25
Table 4. 1 The Result of Pre-Test 31
Table 4. 2 The Result of Post-Test 31
Table 4. 3 The Result of Normal Distribution Test 32
Table 4. 4 The Result of Test of Homogeneity of Variances 33
Table 4. 5 The Result of Test Between-Subjects Effects 34
Table 4. 6 The Result of Test Between-Subjects Effects 35
Table 4. 7 The Result of Test Between-Subjects Effects 36

LIST OF APPENDIXES

Appendix 1: Lesson Plan of Experimental Class 46
Appendix 2: Lesson Plan Control Class 50
Appendix 3: Instrument Pre-Test 54
Appendix 4: Instrument Post-Test 57
Appendix 5: Result of Experimental Class 60
Appendix 6: Result of Control Class 61
Appendix 7: Documentation 62
Appendix 8: Surat Izin Penelitian 64
Appendix 9: Surat Keterangan Penelitian 65
Appendix 10: Curriculum Vitae 66
Appendix 11: Daftar Bimbingan Dosen Pembimbing I 67
Appendix 12: Daftar Bimbingan Dosen Pembimbing II 69