THE USE OF TOTAL PHYSICAL RESPONSES TO IMPROVE THE STUDENTS VOCABULARY MASTERY

(AClassroom Action Research for the Seventh Grade Students of MTs. Darul Ulum Reksosari Suruh Kab. Semarang in Academic Year 2016/2017)

A GRADUATING PAPER

Submitted to the Board of Examiners as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd) in English Education Department of Teacher Training and Education Faculty State Institute for Islamic Studies (IAIN) Salatiga

By:

BIDAYATUN NI’MAH
113 12 042

ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN)
SALATIGA
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2016
DECLARATION

بسم الله الرحمن الرحيم

In the name of Allah, the Most Gracious and Most Merciful.

Hereby, the writer declares that this graduating paper is written by the writer herself. This paper does not contain any materials which have been published by other people and it does not cite any other people's ideas except the information from the references. This declaration is written by the writer to be understood.

Salatiga, September 8th 2016

The writer

Bidayatun Ni'mah
NIM. 113 12 042
Salatiga, September 11th 2016

Mashlihatul Umami, S.Pd.I, MA.
The Lecturer of English Education Department
State Institute for Islamic Studies (IAIN) Salatiga

ATTENTIVE COUNSELOR’S NOTE
Case : Bidayatun Ni’mah’s Graduating Paper

Dear
The Dean of State institute for
Islamic studies of Salatiga

Assalamu’alaikum, Wr. Wb.

After reading and correcting Bidayatun Ni’mah’s graduating paper entitled “THE USE OF TOTAL PHYSICAL RESPONSES TO IMPROVE THE STUDENTS VOCABULARY MASTERY (AClassroom Action Research for the Seventh Grade Students of MTs. Darul Ulum Reksosari Suruh Kab. Semarang in Academic Year 2016/2017)”.
I have decided and would like to propose that if it could be accepted by Teacher training of Education Faculty, I hope it would be examined as soon as possible.

Wassalamu’alaikum, Wr. Wb.

Conselor

Mashlihatul Umami, S.Pd.I, MA.
NIP. 19800513 200312 2 003
THE USE OF TOTAL PHYSICAL RESPONSES TO IMPROVE THE STUDENTS VOCABULARY MASTERY
(AClassroom Action Research for the Seventh Grade Students of MTs. Darul Ulum Reksosari Surub Kab. Semarang in Academic Year 2016/2017)

Written By:

BIDAYATUN NUMAH
113 12 042

Has been brought to the board of examiners of English Education Department of Teacher Training of Education Faculty of State Institute for Islamic Studies (IAIN) Salatiga on August 27, 2016 and hereby considered to complete the requirement for degree of Sarjana Pendidikan (S.Pd.) in English Education.

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Salatiga, August 27 2016

Dean of Teacher Training and Education Faculty

Rizwan M.Pd.
NIP. 19670121199903 1 002
MOTTO

“Education is Not Learning of Facts, but The Training of The Mind to Think “
(Albert Einstein)

“We Must Become The Change We Want to See “
(Mahatma Gandhi)
DEDICATION

I dedicate this graduating paper:

1. Allah SWT and Prophet Muhammad SAW who always guides and gives strength for me.
2. My beloved mom Siti Alfiyah and My father Muhamad, thanks for your support, praying, guidance, love and kindness, I love you so much.
3. My beloved brother Kharis Fahrudi, thanks for your kindness.
4. All of my beloved friends Puji pangestoni, Mila Hanifah, thanks for your friendship, spirit and your support.
ACKNOWLEDGEMENTS

Bismillahirrahmanirrahim,

In the name of Allah, The Most Gracious and The Most Merciful, The Lord of Universe. Because of Him, the writer could finish this graduating paper as one of the requirement to finished in English and Department of Education faculty at State Institute of Islamic Studies (IAIN) Salatiga. Secondly, peace and salutation always be given to our prophet Muhammad SAW who has guided us from the darkness to the lightness.

However, this success would not be achieved without supports, guidance, advices, helps, and encouragements from individual and institution, and I somehow realize that an appropriate moment for me to deepest gratitude for:

1. Rahmat Haryadi, M. Pd., the Rector of State Institute of Islamic Studies (IAIN) Salatiga.
2. Suwardi, M. Pd., as The Dean of Education Faculty.
3. Noor Malihah, Ph. D. A Head of English Educatonal Department of State Institute for Islamic Studies (IAIN) Salatiga
4. Mashlihatul Umami, S.Pd.I, MA, as a counselor who has educated, supported, directed and given the writer advices, suggestions, and recommendations for this graduation peper from beginning until the end.
5. My beloved parents.
6. All of the lecturers of IAIN Salatiga.
7. All of the staffs who have helped the writer in processing of graduating paper administration.
Finally, this graduating paper is expected to be able to provide useful knowledge and information to the readers. The writer is pleased to accept more suggestions and contributions from the reader to the improvement of the graduating paper.

Salatiga, September 11th 2016
The writer

Bidayatun Ni’mah
NIM. 113 12 042
ABSTRACT


Keywords: total physical responses and vocabulary mastery

The aims of this research, (1) To find out the procedure of teaching and learning method use Total Physical Response to improve the students’ vocabulary mastery for the seventh grade students’ of MTs DARUL ULUM Reksosari Suruh (2)To find out the improvement in use Total Physical Response as a method to improve students’ vocabulary mastery for the seventh grade students’ of MTs DARUL ULUM Reksosari Suruh and (3)To find out the extent of students’ vocabulary mastery after use Total Physical Response for the seventh grade students’ of MTs DARUL ULUM Reksosari Suruh.

The finding of this research proves that (1) can improve the students’ attention and participation in learning vocabulary mastery. It can be seen from the field note of two cycles witch students enjoying and interesting in learning process. They can find the improvement on students vocabulary mastery ; they can also express pronunciation and translation.(2)The students understand and remember about the new vocabulary more than previously before TPR has not used yet. In the other hand, by using Total Physical Response the students are being more enjoy and fun.(3)The research method that is use in this research is classroom action research. The subject of the research were 25 students in seventh grade at MTs Darul Ulum Reksosari Suruh. The researcher used two cycle each cycle consists of planning ,action ,observation and reflection .The increasing percentage students who pass in vocabulary test from cycle 1 and cycle 2 are: 44% and 100%. The decreasing percentage students who do not pass in vocabulary test are 56% an cycle 1 and to cycle 2 zero. At the first cycle the mean of post- test (62) is higher than pre -test (58,2). The T-calculation shows that the t-table is 1,71 while the T-calculation is 3,16. In the second cycle, the mean of post- test (74) also higher than pre- test (65). The result of the T-calculation is bigger than T-table that is 9,40 from T-table 1,71. It means that there is significant difference between pre -test and post- test. This indicates that Total Physical Response as a method can which improve students’ vocabulary mastery.
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CHAPTER I
INTRODUCTION

A. Background of the Research

A language considers as a system of communication with other people using sounds, symbols and words to express a meaning, idea or thought. A language can be used in many forms, primarily through oral and written communications as well as use expressions through body language. Language may refer either to the specifically human capacity for acquiring and using complex systems of communication, or to a specific instance of such a system of complex communication. According to Brown (2007:384), language is a systematic means of communicating ideas or feelings by the use of conventionalized signs, sounds, gestures, or marks having understood meanings. Language is a complex, specialized skill, which develops in the child spontaneously, without conscious effort or formal instruction, is deployed without awareness of its underlying logic, is qualitatively the same in every individual, and is distinct from more general abilities to process information or behave intelligently (The language instinct, 1994:6). On the other hand, according to Scollon (2004, p.272), wish to emphasize that, first of all, language is not something that comes in “nicely packaged units” and that it certainly is “a multiple, complex, and kaleidoscopic phenomenon.” Teaching English to the students can said tricky. Many people argue that describe the subject matter is very difficult because English is a foreign language inevitably be carried out under the demands of the curriculum in
force in our country. Many students feel confused when they want to speak English with smart fast way. But they were confused where to start. Does first have to master grammar, conversation, vocabulary, reading or writing?

Vocabulary is one of the language aspect which should be learnt. Learning vocabulary is important because students are able speak, write, and listening students have to know vocabulary first. A person said to “know” a word if they can recognize its meaning when they see it (Cameron, 2001:75) its means that in learning vocabulary students have to know the meaning of it and also understand and can use it in context.

There are many methods teaching vocabularies and one of them is Total Psychical Response (TPR). According to Rani Marlina (journal of English language teaching ) Total psychical Response is a method based on the premise that the human brain has a biological program for acquiring any language. The method has been developed from the developmental psychology, learning theory and learning procedure.

Therefore, the researcher will apply total psychical response as method in teaching vocabulary Madrasah Tsanawiyah Darul Ulum Reksosari. Total psychical response is language teaching method build around the coordination of speech and action. It attempt to teach language through physical activity. TPR makes learning become enjoyable and less stressful.

Based on the above statements, the writer took this study under the title “THE USE OF TOTAL PHYSICAL RESPONSES TO IMPROVE THE STUDENTS VOCABULARY MASTERY (A Classroom Action Research for the
B. Research Question

In this research, the writer would like to focus on the following problems:

1. How is the use of *Total Physical Response* to improve the students’ vocabulary mastery for the seventh grade student’s of Madrasah Tsanawiyah Darul Ulum Reksosari Suruh Kab. Semarang in academic year 2016/2017?

2. Is there any improvement in use *Total Physical Response* as a method to improve students’ vocabulary mastery for the seventh grade students of Madrasah Tsanawiyah Darul Ulum Reksosari Suruh Kab. Semarang in academic year 2016/2017?

3. How far is *Total Physical Response* improve the students’ vocabulary mastery for the seventh grade student’s of Madrasah Tsanawiyah Darul Ulum Reksosari Suruh Kab. Semarang in academic year 2016/2017?

C. Objectives of the Research

Based on statement of the problems above, the purposes of the research were as follow:

1. To find out the procedure of teaching and learning method using *Total Physical Response* to improve the students’ vocabulary mastery for the

2. To find out the improvement in using Total Physical Response as a method to improve students’ vocabulary mastery for the seventh grade students’ of Madrasah Tsanawiyah Darul Ulum Reksosari Suruh Kab. Semarang in academic year 2016/2017.

3. To find out the extent of students’ vocabulary mastery after using Total Physical Response for the seventh grade students of Madrasah Tsanawiyah Darul Ulum Reksosari Suruh Kab. Semarang in academic year 2016/2017.

D. Benefits of the Research

The research is expected to give some benefits for the students, the teacher and other researchers.

1. For the students

   Through Total Physical Response, the students will get an enjoyable situation get the clear words, the meanings, pronunciation, spelling, and the use of them. The result of this study hopefully will improve their vocabulary mastery.

2. For the teacher

   For the teachers, by understanding the result of this study they can be careful in selecting teaching techniques and methods in their class. It is hoped that the result of this study helps the teachers to teach
vocabulary properly by use Total Physical Response for junior high school.

3. For other researchers

The result of the study helps other researchers in teaching vocabulary. In conducting research process, the files offer the literature for the researchers. It is hoped that the file can open their mind in completing vocabulary field research.

E. Limitation of the Research

In order to avoid misinterpretation of the problem, the writer would like to limit the scope of the study. The writer wants to know that Total Physical Response to improve the students vocabulary mastery. The material is limited for the part of Body. This study was conducted for the Seventh grade with 25 students of MTs Darul Ulum Reksosari, in the academic year 2016/2017.

F. Definition of the Key Terms

To avoid misinterpretation about the title of this research, the writer would like to clarify and explain the terms used in this study as follows:

1. Total Physical Response

Total Physical Response is a successful classroom management tool that teachers can easily implement at any stage of their lesson. Total Physical Response is developed by James Asher, a professor of psychology at San Jose state University, California, USA to aid learning foreign language. This method attempts to center attention to
encouraging learners to listen and response to the spoken target language commands of their teacher.

Asher in Richard and Rogers (2001:73) state that Total Physical Response is a language teaching method builds around the coordination of speech and action it attempts to teach language through physical (motor) activity. Total Physical Response is based on the premise that the human brain has biological program from acquiring any natural language in the word including the sign language of the deaf.

2. Vocabulary Mastery

Vocabulary is one of the language components which have to be mastered by the students in learning a new language. They student will get the difficulties in using English if they are lack of vocabularies.

Based on BBC English dictionary (1992:1316), vocabulary is total of words you know in particular language.

Another expert, Murcia (2001:285) states that vocabulary learning is central to language acquisition, whether the language first, second, or foreign. Vocabulary is important for communication. McCarthy(1990 :viii) also that states that vocabulary often seems to be the least systematized and the least well catered for all the aspects of learning foreign language.

3. Improve

Improves which means to make bettering quality or to make more productive (Danbury, 2004: 487). Some theories give the definition about
improve as the activities to raise more desirable or more excellent quality or condition or to increase the productivity or value of land and property.

G. Graduating Paper Outline

As guidance for either researcher in writing the paper or reader on whole content of the paper, the researcher who also the writer needs to set up the paper outline. This paper consists of five chapters, those are following:

Chapter I is introduction that discusses background of the research, objectives of the research, problems of the research, benefits of the research, limitation of the research, the definition of the key terms, research methodology, and graduating paper outline.

Chapter II is theoretical framework it us consisted of discussion about the definition of Total Physical Response, the definition of vocabulary mastery, and the definition of improving.

Chapter III discusses about the research method. It covers research method, data and source, sample and technique sampling, method of data collection, research procedure and technique of data analysis.

Chapter IV discusses about findings and Discussion. It consists of data description and result of the research.

Chapter V is conclusion and suggestions. It contains all of data analysis and gives some suggestions of the problems discussed.

The last part is bibliography and appendixes.
CHAPTER II
THEORITICAL FRAMEWORK

A. Total Physical Response

1. Definition of Total Physical Response

Dorothy Grant Henning (1986;87) claims that Total Physical Response is Invented by James T. Asher in Robert W. Blair (1992.) TPR takes into account that people learn best when they actively involve and understand the language they hear. According to Richards and Rogers “TPR is language teaching method build around the coordination of speech and action .It attempts to teach language through physical (motor) activity”. From the statements, it can be said that, the basic idea behind Total Physical Response Method is students hearing something from the teacher then physically response to it. That is in Total Physical Response (TPR), a beginning or more advanced students learn to comprehend things said by a teacher.

According Katona(1940),in Richards,Jack C (1986 :87 ) 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 a 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 processes by which children acquire their mother tongue.

Asher said that listening before speaking is one of the basic principles of the TPR method. In other words, teaching should be emphasized meaning rather than form. and learner stress should be minimized. In *Total Physical Response*, students are demanded to be active, they listen and respond to the spoken target language commands of their teacher.

2. Total Physical Response

*Total Physical Response* is developed by Dr Jame Asher(1925),in jack C Richards and Theodore S Rodgers a professor of phycology at San Jose state university, to aid learning second language. The method relies on the assumption that when learning a second or additional language, language is internalized through a process of code breaking similar to first language development and that the process allows for long period of listening and developing comprehension prior to production. Students respond to command that require physical movement.

TPR has important elements in common:

a. It is based on the way of children’s learning their native language .it is by acquiring listening comprehension before speaking ,reading ,and writing skills
b. It shares the premise that learning a second language should be a "natural" experience with emphasis on communicative competence and realistic utterances.

c. It perceives language globally, with attention to detail emphasized later in the learning process.

d. It emphasizes on the use of the brain’s right hemisphere, for implication learning.

In short, *Total physical Response* is a method that is used to teach a second or foreign language that concerns with listening comprehension in order to get students understanding in learning the language naturally and easily. Here, the role of teachers is as an instructor and the student as indicator.

3. **Design of Total Physical Response**

   a. **Language Objectives**

   The general objectives of TPR are to teach oral proficiency a beginning level. Comprehension is a means to an end, and the ultimate aim is to teach basic speaking skills. A TPR course aims to produce learners who are capable of an uninhibited communication that is intelligible to a native speaker; specific instructional objectives are not elaborated, for these will depend on the particular needs of the learner. Whatever goals are set, however, must be attainable through the use of action-based drills in the imperative form.
b. The Syllabus

The syllabus draws from an analysis of the exercise types employed in TPR classes. The analysis reveals the use of a sentence-based syllabus, with grammatical and lexical criteria being primary in selecting teaching items. TPR requires initial attention to meaning than to the form of items. Hence, grammar is taught inductively.

c. Teacher and Learner Roles

There are some roles for students and teacher in teaching learning activities by using Total Physical Response method.

1. Learners Role

According to James Asher (1997:3) in jack C Richards and Theodore S Rodgers (1999:87), learners in TPR method have the primary roles of listener and performer. They listen attentively and respond physically to commands given by the teacher. Learners are required to respond both individually and collectively. Learners have little influence over the content of learning, since content is determined by the teacher, who most follows the imperative-based format for lesson. Learners are also expected to recognize and respond to novel combinations of previously taught items.
2. Teacher Roles

In the TPR method, the teacher plays a central and active role in the sense that most of the activities are planned and coordinated by him. He serves as a model of the sentence structures, which are translated into imperative forms; in this way, he is the initiator of the process of learning. In addition to the previous roles, the teacher has the responsibility to direct the classroom activities, such as the various kinds of drills, exercises, modifications of previously learned patterns, and so forth. In sum, he is expected to finish all feasible opportunities for the students to achieve successful learning.

3. Activities

This method has simplicity, as it is most appealing feature. It is strength lies in the internationalization of the material covered. The teacher gives commands and the students carry them out.

There are four basic types TPR could be seen as follow:

a) The imperative drills are used to elicit physical actions and activity on the part of the learners.

b) Presentation slides are used to provide a visual center for teacher narration, which is followed by commands and questions to students.

c) Role play center on everyday situations.

d) Action sequence
In addition, typically TPR heavily utilized the imperative mood, even into more advanced proficiency level. Commands are an easy way to get learners to move about and to loosen up. No verbal response is necessary. More complex syntax can be incorporated into the imperative. Humor is easy to introduce. Interrogatives are also easy dealt with.

4. Principles of Total Physical Response Method

In regarding to Total Physical Response method, there are four principles TPR method stated Robert W. Blair (1992):

a. Languages are best learned when the learner receives lots of comprehensible (understandable) or comprehension must be developed first before learners are asked to speak.

b. Comprehension and memory is well acquired through physical movement.

c. Beginning language learners can benefit greatly from a “silent period” in which they learn to understand and response to parts of the language without attempting to speak it. This referred as delayed production; it means that students will begin to speak when they are ready.

d. Meaning in the target language can be conveyed through actions.memory is activated through learner response.

Asher (1997:31) TPR allows students to acquire vocabulary in a manner similar to how children learn his or her first language. “By observing how a baby learns his mother tongue one can show that
speech is learned, he learns by listening, understanding, and imitating. It means, when the students learn their first language, the first thing they do is listening to what the teacher says. By listening someone’s teacher says, they will absorb the structure and the meaning of the language. Then they will understand the language. In a TPR lesson, teachers model same actions which students then mimic as they simultaneously hear the words and commands in the target language. As a particular action is associated with each vocabulary word and phrase, students rapidly and naturally acquire language while establishing.

5 Procedure of Total Physical Response

According to Asher (1977) in Jack C Richards and Theodore S Rodgers, some procedures in Total Physical Response method is:

a. Review this was a fast-moving warm-up which individual students were moved with commands.

b. New commands these verbs were introduced.

c. Role reversal students readily volunteered to utter commands that manipulated the behavior of the instructor and other students.

d. Reading and writing. The instructor wrote on the chalkboard each new vocabulary item and a sentence to illustrate the item.

B. Vocabulary mastery

1. Definition of vocabulary

Hornby (1974: 959) stated that vocabulary is list of words used in a book with definition or translations. In other opinion, Fauziati (2005: 155) said that, vocabulary is central to language and of
critical importance to typical language learner. While, according to Scrivener (1994: 73), vocabulary is a powerful carrier of meaning. A learner, recognizing the communicative power of vocabulary, might reasonably aim to acquire a working knowledge of a large number of words. Moreover, Mc Charty (1990:3) states that vocabulary is the experience of most language teachers that the biggest component of any language course. No matter how well the student learns grammar, no matter how successfully the sounds of second language are mastered, without words to express a wide range of meanings, communication in second language just cannot happen in any meaningful way.

Key points to learn foreign language is vocabulary. According to Carten, Mc (2007: 19), learning vocabulary is largely about remembering and students generally need to see, say, and write newly learned words many times before they can be said to have learned them. Besides the students need to present and practice in natural contexts and materials should help students become better by different techniques and strategies.

Based on the definition above, it can be conclude that vocabulary has a big role in communication. One of the ways to have a good capability in language learning is by mastering the vocabulary, because it help human easier to deliver their thoughts and ideas.

The meaning of mastery itself is great skill or knowledge, control or power (Oxford University Press, 2008: 271). In addition,
mastery is eminent skill or through knowledge (Webster, 1974: 586). So, the meaning of vocabulary mastery is a situation where people have a great skill and knowledge of words especially foreign words. When a person is told high in vocabulary mastery, it means that he comprehends a huge number of words.

2. Kinds of Vocabulary

Scrivener (1994: 74) stated that an important consideration for teachers planning vocabulary work is the distinction between receptive and productive vocabulary.

a. Productive vocabulary is the sets of words that are used in spoken communication. Good pronunciation might be encouraged getting the sounds and the stress right. While, according to Nation (2001: 25), productive vocabulary involves wanting to express a meaning through speaking or writing and retrieving and producing the appropriate spoken or written word form. Productive that we produce language forms speaking and writing to convey messages to others

b. Receptive vocabulary is the use of words that we recognize and understand, but tend not to use ourselves. While, according to Nation (2001: 25), receptive vocabulary involves perceiving the form of a word while listening or reading and retrieving its meaning. Receptive carries the idea that we receive language input from others through listening or reading and try to comprehend it.
Surely, there are some words in a sentence and those collections of words include to the vocabulary because vocabulary is a list or collections of words arranged in alphabetical order and explained. Those words could be Noun which is usually used as subject or object, Verb or it is usually used as predicate in a sentence, Adverb etc. The sentence may be further divided according to the functions of each word has in the subject – predicate relationship – each of these functions is classified as a different part of speech. According to Frank (1972; 1) they are:

1. Noun

   It is one of most important part of speech. It is arrangement with the verb helps to form the sentence core which is essential to every complete sentence. It could be the name of person, place, thing or idea.

   Example:
   
   a. It is a **magazine**.
   b. There is an **umbrella**.

2. Verb

   It is the word which expresses an action or a help to make a statement.

   Example:
   
   a. Mr. Budi is **teaching** mathematic.
   b. The students are **playing** football.
3. Adjective

It is the word used to qualify noun or pronoun.

Example:

a. Mr. Herman is clever.

b. This magazine is expensive.

4. Adverb

It is a word used for qualifying the meaning of verb, adjective, or another adverb.

Example:

a. Mrs. Janny is teaching in the classroom.

b. I go to capus at nine o’clock.

5. Conjunction

It is a word used to relate one word to another one, or one sentence to another one.

Example:

a. I have to call him before I go.

b. Friska and I are student at IAIN.

6. Pronoun

It is the word which can take the place of a noun.

Example:

a. They are my lecture.

b. He goes to office.
7. Interjection

It is a word put into a sentence to express a sudden feeling of mind or emotion.

Example:

a. *Hurrah!* I am the winner.

b. Oh *my* god, I can’t believe it’s real.

3. Learning and teaching vocabulary

Nation (in Cameron, 2001:85) listed basic techniques by which teachers can explain the meaning of new words, all which can be used in the young learner’s classroom:

a. By demonstration pictures:

Using an object, using a cut-out figure, using gesture, performing action, photographs, drawing or diagrams on the board, pictures from book, to these we might, moving images from TV, video or computer).

b. By verbal explanation:

Analytical definition put the new word in a definition, translating into another language.

Verbal explanation and require pre-existing knowledge of the language, definition and explanation might help students to activate networks to construct a meaning of a particular word. Notice that all expect require the learner to do some mental work in constructing a meaning for the new foreign language by using picture. But soon it is
translated in the first language. It make the students do not need to concentrate on working out the meaning.

Nation, (in Cameron, 2001) suggests that an explanation should be followed by a check of understanding, using different technique. So having explained car through defining context, and their understanding can be check using a picture. if it has not understood, a further explanation can be given.

4. Vocabulary in the classroom

Vocabulary is the essence of language. Without a sufficient vocabulary, the student cannot communicate effectively or express their idea in both oral and written from Fauziati (2005:155). Furthermore, she states that having limited vocabulary is also a barrier to mastering a foreign language.

Moreover, Nation (2001:74) state that vocabulary in classroom needs repetition. Repetition is essential for vocabulary learning because there are much knowledge needed to know per word each word that one meeting with it is not sufficient to gain this information. In addition, vocabulary items must not only be known, they must be known well so that they can be fluently accessed. Repetition adds to the quality of this knowledge. So, the teachers need repetition in order to make them really understand and memorable in their mind.
According to Edwards (2006; 71) after we have known the source of vocabulary, we must improve our vocabulary. There is an efficient way to improve vocabulary, they are:

1. Being aware of words
   
   Many people with poor vocabularies do not pay attention to the words around them. The first step to better vocabulary is start paying attention the word.

2. Reading can help to find new and interesting words. Read new magazines, books and newspapers. Identify the words that you don’t know and write them down.

3. Using dictionaries Use the dictionaries to look up the meaning of the words that you find while reading for pleasure and for school. According to Mullen (1963; 29) the dictionary is filled with information about words and the use of words. It can be a basic reference tool when the learner using words in doing the task.

4. Using index cards to study Learner should write the new word on an index card. Then write definition and a sentence using the word on the back of the card. Carry these card wherever the learner go.

5. Reviewing vocabulary words regularly Keep the index cards, the study them although just a few spare minutes. The words that have written in index card must be bring in everywhere. So the learner can read the words although just a few minutes.
6. Trying vocabulary-building books Some students have great success with vocabulary-building books or website. These can be an excellent help if the learner enjoy doing the exercise.

7. Using the words in conversation Two other activities that will help build the learner vocabulary are using the words in conversation and doing word chain. The use of words in daily conversation can help the students in using the words spontaneously in speaking ability. In addition, the students can practice their vocabulary by doing word chain. It can make students to remember the vocabulary that they have had.

C. Improve

Improves which means to make bettering quality or to make more productive (Danbury, 2004: 487). Some theories give the definition about improve as the activities to raise more desirable or more excellent quality or condition or to increase the productivity or value of land and property.

D. Indicators of students’ vocabulary mastery

In teaching learning process, both teacher and student will proud if teaching learning process runs well. Teacher can be said success in teaching language if the students can mastery four skills in language, they are listening, reading, speaking, and writing, of course vocabulary mastery become a basic aspect to support that skills.

These are some indicators of vocabulary mastery suitable with the school curriculum that is KTSP (Kurikulum Tingkat Satuan Pendidikan),
especially for Junior High School of seventh grade students of MTs Darul Ulum. They are:

1. Students can identify, understand, grasp and remember the meaning of words in the material.
2. Students can pronounce the words correctly.
3. Students can use and write the words correctly, so they can write a composition well.
4. Students have high score in the vocabulary test.
CHAPTER III

RESEARCH METHOD

A. Research Method

1. Setting of the Research

This classroom action Research was done at MTs. Darul Ulum Reksosari Suruh Kab. Semarang it is located on Jl. Suruh Karanggede Km 2, Suruh subdistrict, Semarang regency 50776. This research has been done for July to August. MTs. Darul Ulum Reksosari has strategic location and good well facilities to support the teaching process runs well.

2. Subject of the Research

The subject of this research is the student of seventh grades especially in class A of MTs. Darul Ulum Reksosari Suruh Kab. Semarang in the academic year 2016/2017. The researcher chooses the seventh grade students because the seventh level of these students supposed to able to improve vocabulary mastery and the method of Total Physical Response suitable to seven grade student’s. The researcher chooses this school because it is located near from the researcher house and many students have interest to learn English better, but they got difficulty to understand the materials and to improve vocabulary mastery.
**Table 3.1**

List of VII A Class of MTs. Darul Ulum Rekosari Suruh Kab Semarang in Academic Year of 2016/2017

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Nanik Rahayu</td>
<td>Female</td>
</tr>
<tr>
<td>2</td>
<td>Ana Lutfiyanti</td>
<td>Female</td>
</tr>
<tr>
<td>3</td>
<td>Dwi Septiana</td>
<td>Female</td>
</tr>
<tr>
<td>4</td>
<td>Abdul Ghofer</td>
<td>Male</td>
</tr>
<tr>
<td>5</td>
<td>M. Iqbal K.H.</td>
<td>Male</td>
</tr>
<tr>
<td>6</td>
<td>M. Reza Rodiatul Ikhsan</td>
<td>Male</td>
</tr>
<tr>
<td>7</td>
<td>Sasmaya Dhia Khairunnisa</td>
<td>Female</td>
</tr>
<tr>
<td>8</td>
<td>M. Ilham Ulil Albab</td>
<td>Male</td>
</tr>
<tr>
<td>9</td>
<td>Ahmad Hanafi</td>
<td>Male</td>
</tr>
<tr>
<td>10</td>
<td>Dewi Rahmawati</td>
<td>Female</td>
</tr>
<tr>
<td>11</td>
<td>M. Aldi Ardiyansah</td>
<td>Male</td>
</tr>
<tr>
<td>12</td>
<td>Muhammad Masruh Ilham Hamid</td>
<td>Male</td>
</tr>
<tr>
<td>13</td>
<td>Khumaidatul Laili</td>
<td>Female</td>
</tr>
<tr>
<td>14</td>
<td>Arrayan Firmansyah</td>
<td>Male</td>
</tr>
<tr>
<td>15</td>
<td>Muhammad Ulul Albab</td>
<td>Male</td>
</tr>
<tr>
<td>16</td>
<td>M. Lutfi Ulin Nuha</td>
<td>Male</td>
</tr>
<tr>
<td>17</td>
<td>Nia Fitri Anggraini</td>
<td>Female</td>
</tr>
<tr>
<td>18</td>
<td>Annisa Delya Putri</td>
<td>Female</td>
</tr>
<tr>
<td>19</td>
<td>Anida Lailatul Maulidah</td>
<td>Female</td>
</tr>
<tr>
<td>20</td>
<td>Muhammad Rojil Hufron</td>
<td>Male</td>
</tr>
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<td>21</td>
<td>Maulidatul Listiyan</td>
<td>Female</td>
</tr>
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<td>22</td>
<td>Yussy Adieni Prakasita</td>
<td>Female</td>
</tr>
<tr>
<td>23</td>
<td>Warda Khiyarotunnisa</td>
<td>Female</td>
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<tr>
<td>24</td>
<td>Muh Ikhsan Nawawi</td>
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</tr>
<tr>
<td>25</td>
<td>Nurul Laila Rahmawati</td>
<td>Female</td>
</tr>
</tbody>
</table>
Table 3.2
Time Schedule of the Research of MTs. Darul Ulum Rekosari Suruh
Kab. Semarang in the Academic Year 2016/2017

<table>
<thead>
<tr>
<th>Step</th>
<th>Date And Time</th>
<th>Activities</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>July, 27th 2016</td>
<td>Observation</td>
<td>MTs DarulUlum</td>
</tr>
<tr>
<td>Cycle 1</td>
<td>August, 5th 2016</td>
<td>Giving Pre-test and material descriptive</td>
<td>MTs DarulUlum</td>
</tr>
<tr>
<td></td>
<td>August, 5th 2016</td>
<td>material descriptive word about human body section</td>
<td></td>
</tr>
<tr>
<td></td>
<td>August, 5th 2016</td>
<td>Explain about the material and finally giving Post-test</td>
<td>MTs DarulUlum</td>
</tr>
<tr>
<td>Cycle 2</td>
<td>August, 12th 2016</td>
<td>Giving Pre-test and material descriptive vocabulary mastery</td>
<td>MTs DarulUlum</td>
</tr>
<tr>
<td></td>
<td>August, 12th 2016</td>
<td>Explain about the material and finally giving Post-test</td>
<td>MTs DarulUlum</td>
</tr>
</tbody>
</table>

3. Method of the Research

This study is a Classroom Action Research. Action research tries an idea in practice with a view to improve or change something to have a real effect on the situation (Kemmis: 1983 in Hopkins, 1993: 45). Classroom action research is research organized by teacher in the class on the pressing of completing or improvement process and learning practice.
Action research might be defined as the study of a social situation with a view to improve the quality of action within it. It aims to feed practical judgment in concrete situation, and the validity of the theories or hypotheses it generates depends not so much on scientific tests or truth, as on their usefulness in helping people to act more intelligently and skillfully. In action research theories are not validated independently and then applied to practice. They are validated through practice, as quoted by Elliot (1991: 69) in Hopkins (1993: 45).

According to Arikunto (2006: 2), classroom action research is coming from three words they are:

a. Research is in activity to find out accuracy some subject using methodology which interest and important for the writer.

b. Action is some activities deliberately done by having several aims.

c. Class is a group of students in the same time, have same lesson from teacher.

According to Kunandar (2010: 45), there are three elements or concepts of action research, they are: a) research is an activity to observe the definite object through scientific methodology by collecting data and analyzing to finish the problem; b) action is an activity that does intentionally with certain purpose in the form of cycle to increase quality of teaching learning process; c) class is a group of students who get similar lesson from teacher in the same time.
According to Arikunto (2009:6-9) there are some principles of action research as follows:

a. The real activities in routine situation

b. The awareness for recondition work ability

c. SWOT as research foundation

SWOT is summary of Strength, Weakness, Opportunity and Threat.
Strength and weakness are used to identify researcher and it is subject.
The opportunity and threat are identified out of the teacher or researcher and students.

d. Empiric and systematic endeavor

e. Using SMART principle in planning, the meaning of SMART is:

S = Specific
M = Manageable
A = Acceptable or Achievable
R = Realistic
T = Time-bound

From the definition above, the writer conclude that classroom action research is a research which is done by the teacher in teaching learning process to understand the situation and to improve the students still learning process.

The classroom action research conducted in MTs. Darul Ulum Reksosari which aims to the use of Total Physical Response to improve vocabulary mastery.
4. Procedure of the Research

According to Kemmis and McTaggart (1988) in Hopkins (2011: 92) there is four steps to do a Classroom Action Research (CAR). Those were planning, action, observation and reflection.

a. Planning

The activities in the planning session would be present below:

1) Preparing materials: making and designing the steps in doing action.
2) Preparing list of the students’ name and scoring.
3) Preparing teaching aids.
4) Preparing sheets for classroom observation (to know the situation of teaching and learning process when the method, technique or strategy is applied).
5) Preparing a test (to know whether the students vocabulary writing performance improve or not).

b. Action

In action activities, as an implementation of the planning, the researcher presents them in the following:

1) Giving pre-test
2) Giving materials
3) Giving post-test
4) Giving occasion to the students to ask any difficulties or problem.
c. Observation

Observation is one of the instruments in collecting data. As a scientific method, observation could be systematically used to observe and note the phenomena investigated like the students felling, thinking, and something they do in teaching learning process. So, the researcher was observed the students by analyzing the results of field note which is made by the partner of researcher. Moreover, the researcher was analyzed the result of pre-test and post-test to know whether the students’ vocabulary improves or not.

d. Reflection

Based on the result of the observation, the researcher makes an evaluation to the students during teaching learning process. It is important action if the researcher finds the problem of the students in first cycle, she researcher will do better in the next cycle like the first cycle.

The model, which is used in implementation of this research, is as follows:
Table 3.3
Model of the Research


5. Technique of Collecting Data

a. Test

According to Madsen (1983: 9), test of language sub skill measures the separate components of English, such as vocabulary, grammar, and pronunciation. But communication skill test shows how well students can use the language in actually exchanging ideas and information.

Test is used by the writer to examine the result of the subjects by using questions or other instruments which measure the students’ result of the lesson that is researched. In this research, the writer will use two times of research. It contains of pre-test and post-test in each cycle.

To get the vocabulary writing performance score, the writer used the table of scoring writing.
Table 3.4
Scoring Result of Vocabulary

<table>
<thead>
<tr>
<th>Component</th>
<th>Score</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent to very good</td>
<td>18 – 20</td>
<td>sophisticated range; effective word/idiom choice and usage; word form mastery; appropriate register</td>
</tr>
<tr>
<td>Good to average</td>
<td>14 – 17</td>
<td>adequate range; occasional errors of word/idiom form, choice, usage but meaning not obscured</td>
</tr>
<tr>
<td>Fair to poor</td>
<td>10 – 13</td>
<td>limited range; frequent errors of word/idiom form, choice, usage meaning confused or obscured</td>
</tr>
<tr>
<td>Very poor</td>
<td>9 – 7</td>
<td>essential translation; little knowledge of English vocabulary, idioms, word form; or not enough to evaluate</td>
</tr>
</tbody>
</table>

Scoring profile by Jacobs et al.’s (1981)

b. Observation

Observation is the process of observe toward the subject of observation by using all of sense (Suharsimi: 2002). Observation is a way of gathering information about teaching, rather than a way of evaluating teaching. It involves visiting class to observe different aspects of teaching (Richard and Lockhart: 1994).

c. Documentation

According to Arikunto (2010: 274), documentation is an activity to look for variable like notes, transcribes, books, newspapers, magazines, etc. In this method, researcher holds a check-list to look for the variable that had been decided.
6. **Technique of Data Analysis**

According to Hadi (1981: 246) the formula to find the result of T-test:

a. **Mean**

Mean is formula to know the average of the students’ score.

The formula is:

\[
M = \frac{\sum X}{N}
\]

- \(M\) : Mean of students’ score
- \(\sum X\) : The sum score of students’ writing test
- \(N\) : The total number of students

b. **SD (Standard Deviation)**

\[
SD = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}
\]

- \(SD\) : Deviation Standart
- \(D\) : Difference between pre-test post-test
- \(N\) : Number of observation in T-test

c. **T-test**

To be able to know whether there is a significant improvement or not between pre-test and post-test, researcher using t-test after calculate the SD. The formula is:
\[ t_o = \left( \frac{\sum D}{N} \right) \left( \frac{SD}{\sqrt{N - 1}} \right) \]

- \( t_o \): T-test for the differences of pre-test and post-test
- \( SD \): Deviation Standard for one sample t-test
- \( D \): Different between pre-test and post-test
- \( N \): Number of observation in sample

7. Review of Previous Research

In this graduating paper, the researcher reviews several related studies to support this paper from the other graduating papers. One of them is a study by Rani Marlina in her graduated “Teaching English Vocabulary using Total Physical Response Method at the third grade student of SDN Jamika Bandung”. The research from Rani Marlina focused in vocabulary using the method of Total Physical Response.

The second study by Nining Puji Ningsingin in her thesis entitled “Improving students English vocabulary by using Total Physical Response” (A Classroom Action Research in the IX years of MI NU Manafiul Umum Kudus in Academic Year of 2010/2011). In English Education Department graduate, school Sebelas Maret University. The research from Nining Puji Ningsih focused improving vocabulary mastery using Total Physical Response.
The third study had been done by Misra Fadillah in her thesis entitled "The Effectiveness Of Teaching Vocabulary Through Total Physical Response Method" (An Experimental Study at the seventh Grade students of MTs Khazanah Kebajikan Pondok cabe Ilir) Department of English Educarion Of Tarbiyah and Teacher’s Training Syarif Hidayatullah Islamic University Jakarta. The research from Misra Fadilah focused on the effectiveness of teaching vocabulary through Total Physical Response method.

The fourth study had been done by Wiwit Aryani (11310067) in her thesis entitled “The Effectiveness of Using word chain game to improve vocabulary mastery” (A classroom Action Research of the Eight years students Of MTs Yaspia Ngoroto Gubug Grobogan in Academic years of 2014/2015). The research from Wiwit Aryani focused to Improve vocabulary mastery.

The Five study had be done by Inggit Sekti Oktafiya(11309103) in her thesis entitle “Improving Students Vocabulary Mastery Through Pictionary Game in English language Teaching (A classroom action research at the second grade students of SMP 3 salatiga in the academic year 2013/2014). The research from Inggit sekti Oktafiya focused in Improving students vocabulary mastery through Pictionary game.
CHAPTER IV
FINDINGS AND DISCUSSION

In this chapter, the writer analyzed the gathered data from the action research activities. The data was obtained from the teaching learning process and evaluation. The aim of the analysis was to measure the improvement of twenty students using total physical responses vocabulary mastery.

A. The Implementation of Classroom Action Research (CAR)

1. Cycle 1

In this part, the writer carried out series of action namely planning the action and implementing the action which included two meetings.

a. Planning

The first activity in this research was planning. Planning phase of improving student vocabulary part of the body in writing performance to transactional and the interpersonal text was carried out on August 3rd, 2016. It was done for two periods, each period was 40 minutes in the classroom.

Before conducting the research, the researcher prepared the instruments of research, such as:

1) Making lesson plan (RPP) and designing the steps in doing action using RPP,
2) Listing of students’ name,
3) Preparing sheet for classroom observation,
4) Teaching aid (e.g. blank paper, camera),
5) Test Instrument (pre-test and post-test),

6) Preparing Materials

b. The Implementation of Action

The action was the implementation of the activities that had arranged before. The first meeting was conducted on Wednesday, July 3rd, 2016. Bidayatun Ni'mah as a teacher (the writer) and the English teacher Mr. Arwan, S.Pd. The teacher (the writer) entered A class of the Seventh Grade Students of MTs. Darul Ulum Rekosari Suruh Kab. Semarang and greeted students, introduced herself, then she checked attendance. The number in attendance at the time 25 students, consisting 13 girls and 12 boy students attended to the class. It was the first meeting in cycle I.

There were three steps, which was done to build the students’ knowledge. There were pre-activities, main activities, and post activities. In the pre activities, the teacher greeted the students, pray, checked the students’ attendance, explained the goals and benefits of the lesson, and explained the activities that were going to do by the students. In those pre activities, students give attention to the explanation.

In this phase, the teacher conveyed the learning objectives, and then the teacher did apperception of writing by giving students question about their experience of writing. Some students improved vocabulary mastery to part of the body but did not like to
write/translate a vocabulary. Again, the teacher asked, why they got difficulty in improve/translate a vocabulary. Some students responded that the most difficult thing in writing/translation was to write the transactional and interpersonal text. There were also difficulties in developing an idea.

After those, the teacher gave pre-test to the students, when the students did the test, the teacher walked around the class to check the students’ task. After the students finished the pre-test, she collected the students’ result and began to teach.

The next activity was the teacher distributed a text to the students about improving vocabulary part of the body with a familiar pictures, it was a cat and school. All the students paid attention and read the text by themselves. After a few minutes, the teacher explained about vocabulary mastery in descriptive text and the generic structure of the text. There were some of students who did not know about the generic structure of the descriptive text and then the teacher explained more about the generic structure.

After giving some explanations about the descriptive text to the students, the teacher continued the lesson by explaining language features that is used in descriptive text such as specific participant, simple present tense, action verbs, conjunction of time and cause-effect. Furthermore, the teacher asked the students to underline the words that indicate the language features of the text. Then the
teacher explained to the students how to improve / translate vocabulary mastery in making a descriptive text.

The second meeting of the cycle I was implemented on Thursday, July 4th, 2016. The first activity of the step was the teacher explained about the social function, the generic structure and the language feature of descriptive text about part of the body. And then the teacher asked them to determine the generic structure and language feature of the example.

The teacher explained about the part of the body clearly. She made an example from some pictures. After the teacher finished to explain the material and the students understood how to make a vocabulary mastery about part of the body, the teacher asked the students to describe / translate a vocabulary that was given by the teacher. It was also as the post-test in cycle 1.

c. Observation

In the first cycle, the researcher and her partner observed the teaching process. By monitoring the students’ activity and attention during the action, we could see that most of the students were enthusiastic in teaching learning process, but there were some students who had a little difficulty in answering the question from the teacher. Some students had difficulties to begin or to make the idea because they had a limited vocabulary in English. The condition in the classroom was so noisy but the researcher had handled it.
Furthermore, the researcher would analyze the students’ improvement in learning improvement and translate vocabulary mastery by looking the result of pre-test and post test in cycle 1.

1) The score of test in cycle 1

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Pre-test I (X)</th>
<th>Post-test I (Y)</th>
<th>Post-Pre (D)</th>
<th>D^2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Nanik Rahayu</td>
<td>55</td>
<td>65</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>2</td>
<td>Ana Lutfiyanti</td>
<td>50</td>
<td>65</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>3</td>
<td>Dwi Septiana</td>
<td>60</td>
<td>65</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>4</td>
<td>Abdul Ghofar</td>
<td>65</td>
<td>60</td>
<td>-5</td>
<td>25</td>
</tr>
<tr>
<td>5</td>
<td>M. Iqbal K.H.</td>
<td>60</td>
<td>60</td>
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<td>0</td>
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<tr>
<td>6</td>
<td>M. Reza Rodiatul Ikhsan</td>
<td>60</td>
<td>60</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>Sasmaya Dhia Khairunnisa</td>
<td>65</td>
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</tr>
<tr>
<td>8</td>
<td>M. Ilham Ulil Albab</td>
<td>65</td>
<td>60</td>
<td>-5</td>
<td>25</td>
</tr>
<tr>
<td>9</td>
<td>Ahmad Hanafi</td>
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<td>-5</td>
<td>25</td>
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<td>10</td>
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<td>0</td>
</tr>
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<td>M. Aldi Ardiyansah</td>
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</tr>
<tr>
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<td>Name</td>
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<td>Post-test I (Y)</td>
<td>Post-Pre (D)</td>
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<td>5</td>
<td>25</td>
</tr>
<tr>
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<tr>
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<tr>
<td>25</td>
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<td>5</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td><strong>Total Number</strong></td>
<td><strong>1455</strong></td>
<td><strong>1550</strong></td>
<td><strong>95</strong></td>
<td><strong>1225</strong></td>
</tr>
</tbody>
</table>

2) The calculation of mean and standard deviation

a) Mean of Pre-test 1

\[
M = \frac{\sum X}{N}
\]

\[
M = \frac{1455}{25}
\]

\[M = 58.2\]

b) Mean of Post-test 1

\[
M = \frac{\sum Y}{N}
\]

\[
M = \frac{1550}{25}
\]

\[M = 62\]

Mean of pre-test = 58.2

Mean of post-test = 62

Mean of pre-test < than mean of post-test

There is students’ improvement by the use of total physical responses of vocabulary mastery between pre-test 1 (before the action) and the posttest 1 (after the action).
c) Calculating of Standard Deviation

\[ SD = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \]

\[ SD = \sqrt{\frac{1225}{25} - \left(\frac{95}{25}\right)^2} \]

\[ SD = \sqrt{49 - (3,8)^2} \]

\[ SD = \sqrt{49 - 14,44} \]

\[ SD = \sqrt{34,55} \]

\[ SD = 5,87 \]

d) T-test calculation

\[ T = \frac{\left(\frac{\sum D}{N}\right)}{SD} \]

\[ T = \frac{\left(\frac{95}{25}\right)}{5,87} \]

\[ T = \frac{3,8}{5,87} \]

\[ T = \frac{3,8}{5,87} \]

\[ T = \frac{3,8}{4,89} \]

\[ T = \frac{3,8}{1,2} \]

\[ T = 3,16 \]

T calculation is 3,16

T-table < t-calculation = 1,71 < 3,16
The calculation result of t-test = 3,16 and t-table with DF=N-1, DF=24, level of signification 5% in t-table = 1,71.
The result of t-test is 3,16 > 1,71. So, t-test calculating is greater than t-table.

Based on the result, it means that there is a significant difference between pre-test and post-test. The improvement also could be calculated in percentage by calculating students’ pre-test and post-test score. The calculation can be shown below:

\[ P = \frac{M_2 - M_1}{M_1 + M_2} \times 100\% \]

\[ P = \frac{62 - 58.2}{58.2 + 62} \times 100\% \]

\[ P = \frac{19}{128} \times 100\% \]

\[ P = 3.16\% \]

The calculation that shows the class percentage of students who pass the KKM (the minimum of passing criteria = 65) is:

\[ P = \frac{F}{N} \times 100\% \]

\[ P = \frac{11}{25} \times 100\% \]

\[ P = 44\% \]

It means there are 44% of students’ who pass the standardized score (the minimum of passing criteria). It is 11 students who pass the KKM. It indicates that the successful
of the cycle I should be improved. Finally, the researcher will take the second cycle so that students are able to pass the KKM.

e) Students’ Observation Sheet

<table>
<thead>
<tr>
<th>No</th>
<th>Names of Students</th>
<th>Sex</th>
<th>Object</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Nanik Rahayu</td>
<td>F</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Ana Lutfiyanti</td>
<td>F</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Dwi Septiana</td>
<td>F</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Abdul Ghofar</td>
<td>M</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>M. Iqbal K.H.</td>
<td>M</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>M. Reza Rodiatul I</td>
<td>M</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Sasmaya Dhia</td>
<td>F</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>M. Ilham Ulil Albab</td>
<td>M</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Ahmad Hanafi</td>
<td>M</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Dewi Rahmawati</td>
<td>F</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>M. Aldi Ardiyansah</td>
<td>M</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>M. Masruh Ilham H</td>
<td>M</td>
<td></td>
<td></td>
</tr>
<tr>
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<td>Khumaidatul Laili</td>
<td>F</td>
<td></td>
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</tr>
<tr>
<td>14</td>
<td>Arrayan Firmansyah</td>
<td>M</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Muhammad Ulul</td>
<td>M</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>M. Lutfi Ulin Nuha</td>
<td>M</td>
<td></td>
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<tr>
<td>17</td>
<td>Nia Fitri Anggraini</td>
<td>F</td>
<td></td>
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<tr>
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<td>Annisa Delya Putri</td>
<td>F</td>
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<tr>
<td>19</td>
<td>Anida Lailatul M</td>
<td>F</td>
<td></td>
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</tr>
<tr>
<td>20</td>
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<td>M</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Maulidatul Listiyani</td>
<td>F</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>Name</td>
<td>Gender</td>
<td>A</td>
<td>B</td>
</tr>
<tr>
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<tr>
<td>22</td>
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<td>✓</td>
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<tr>
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<td>Warda Khiyaratunisa</td>
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<td>✓</td>
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<tr>
<td>25</td>
<td>Nurul Laila R</td>
<td>F</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

**Explanation:**

A: Pay attention
B: Activeness in asking question
C: Activeness in responding question
D: Enthusiasm in doing test

d. **Reflection**

Based on the result of cycle 1, the researcher found the student’s supposed to able to improve vocabulary mastery and the method of Total Physical Response suitable as a media in teaching learning. The first was the improvement of text transactional and interpersonal part of the body. It happened in the process of writing, especially in writing vocabulary mastery in the text part of the body. The second, the improvement of students’ participation could be seen in during the process of teaching and learning in the classroom.

Based on the observation, there was an improvement on students’ writing the score, but it still did not pass the passing grade of 65. So, the researcher conducted the cycle 2. In next cycle 2, the researcher emphasized the translation, vocabulary mastery and writing feature more deeply.

The weaknesses found in cycle I, there were some of the students passively shared ideas in the learning process, the students...
relied on the dictionary too much and some of the students still hesitated on exploring their idea.

2. **Cycle II**

Based on the result of cycle I, it is necessary for the researcher to continue the next level:

a. **Planning**

In cycle 2 the teacher would only emphasize the generic structure, vocabulary mastery and translation to solve the weaknesses occurred in cycle I, in cycle 2 the teacher would stimulate students to be more active in exploring their idea.

The researcher prepared the instruments of research, such as:

1) Making lesson plan (RPP), and designing the steps in doing action using RPP,
2) List of students’ name,
3) Preparing sheet for classroom observation,
4) Teaching aid (e.g. blank paper, camera),
5) Test Instrument (pre-test and post-test),
6) Preparing Materials

b. **Action**

The first meeting in cycle 2 was conducted on Monday, August 15th 2016. The steps were similar to the cycle I. There were pre-activities, main activities, and post activities. In the pre-activities the teacher greeted the students’, pray, checked the students’ attendance,
reviewed the previous lesson, and explained the activities that were going to do by the students’.

The next activity the teacher distributed a text to the students’ about descriptive text especially about the place with a familiar picture; it was a mosque and school. The next activity the teacher distributed a text about part of the body. All the students paid attention and read the text by themselves. After a few minutes, again the teacher explained about part of the body and the generic structure of the text. There are some of students’ who did not know about of transactional/interpersonal text and then the teacher explained more about the generic structure.

After giving some explanations about part of the body to the students, the teachers continued the lesson by explaining read the dialog and perform it such as; vocabulary mastery, translation, pronunciation, delivery on a communication practice. Furthermore, the teacher asked the students to underline the words that indicate the communication practice to improve in part of the body. Then the teacher explained to the students how to improve vocabulary mastery and translation about part of the body.

In the meeting, the teacher discussed pronoun / vocabulary part of the body in communication practice. Through of explanation they will understand easier what the vocabulary and translation part of the body and a detail explanation of the described object. Beside the
descriptions of the part of the body, they will also understand what are the vocabulary mastery, pronunciation, and translation.

The second meeting of cycle 2 is implemented the teacher began the class with the same activities. August 11th 2016, the teacher gave the students motivation by giving they brainstorm and brain activities to make their brain balance and ready to study.

She explained about same material but a different theme. Before process learning began, the teacher asked students about a favorite part of the body. Every student had different favorite place. In this time the teacher giving pre-test before the teacher started the lesson. After pre-test, the teacher began to teach in designing of Total Physical Response method.

The teacher gave explanation clearly to the students. Before the teacher gave post-test, she showed the favorite place again to remind the students. After the students understood how to improve the vocabulary part of the body in communication practice, the teacher asked the students to describe a vocabulary mastery and translation about part of the body. Then, continued with giving the post-test in cycle 2. Did they execute the post- test, the teacher walked around the class to know yet students got difficulties and showed them in translation and pronunciation vocabulary mastery well.
c. Observation

In the second cycle, such as in the first cycle, the researcher got notes from the partner which had been written above. By monitoring the student’s activity in the action, the teacher could see that the students understood the vocabularies in communication practice about part of the body, it showed that some students had no difficulty in understanding the vocabulary in communication practice that has been learned.

1) The score of test in cycle II

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Pre-test I (X)</th>
<th>Post-test I (Y)</th>
<th>Post-Pre (D)</th>
<th>D²</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Nanik Rahayu</td>
<td>60</td>
<td>75</td>
<td>15</td>
<td>225</td>
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<td>2</td>
<td>Ana Lutfiyanti</td>
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<tr>
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<td>Dwi Septiana</td>
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<td>8</td>
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<td>80</td>
<td>15</td>
<td>225</td>
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<tr>
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<td>Ahmad Hanafi</td>
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<td>10</td>
<td>100</td>
</tr>
<tr>
<td>14</td>
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<td>5</td>
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</tr>
<tr>
<td>No</td>
<td>Name</td>
<td>Pre-test I (X)</td>
<td>Post-test I (Y)</td>
<td>Post-Pre (D)</td>
<td>D²</td>
</tr>
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<td>-----------------</td>
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</tr>
<tr>
<td>18</td>
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<td>Yussy Adieni Prakasita</td>
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<tr>
<td>23</td>
<td>Warda Khiyarotunnisa</td>
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<tr>
<td>24</td>
<td>Muh Ikhsan Nawawi</td>
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<td>225</td>
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<tr>
<td>25</td>
<td>Nurul Laila Rahmawati</td>
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<td>75</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td></td>
<td><strong>Total Number</strong></td>
<td>1625</td>
<td>1850</td>
<td>225</td>
<td>2575</td>
</tr>
</tbody>
</table>

2) The calculation of mean and standard deviation

a) Calculating Mean of Pre-test II

\[
M = \frac{\sum X}{N}
\]

\[
M = \frac{1625}{25}
\]

\[
M = 65
\]

b) Calculating Mean of Post-test II

\[
M = \frac{\sum Y}{N}
\]

\[
M = \frac{1850}{25}
\]

\[
M = 74
\]
c) Calculating of Standard Deviation

\[ SD = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \]

\[ SD = \sqrt{\frac{2575}{25} - \left(\frac{225}{25}\right)^2} \]

\[ SD = \sqrt{103 - (9)^2} \]

\[ SD = \sqrt{103 - 81} \]

\[ SD = \sqrt{22} \]

\[ SD = 4.69 \]

d) T-test calculation

\[ T = \left(\frac{\sum D}{N}\right) - \left(\frac{\sum D}{\sqrt{N-1}}\right) \]

\[ T = \left(\frac{225}{4.69}\right) - \left(\frac{4.69}{\sqrt{25-1}}\right) \]

\[ T = \frac{9}{4.69} - \frac{4.69}{\sqrt{24}} \]

\[ T = \frac{9}{4.69} - \frac{4.69}{4.89} \]

\[ T = \frac{9}{0.96} \]

\[ T = 9.40 \]

In the second cycle, the result showed that the students’ improve vocabulary mastery, pronunciation and translation significantly. The calculation result of t-test = 9.40 and t-table with Df = N-1, Df = 24, level of signification 5%
in t-table = 1,71. The result of t-test is 9,40 > 1,71. So, t-test calculating is greater than t-table. Based on the result, it means that there is a significant difference between pre-test and post test in cycle 2.

From the analysis above, the researcher concluded that score mean of pre-test and post-test was a significantly difference, by which post-test (74) was greater than pre-test (65). It shows that using of total physical responses improvement to the students’ vocabulary mastery ability especially in pronunciation and translation text about part of the body.

The improvement also could be calculated in percentage by calculating students’ pre-test and post-test score. The calculation could be seen below:

\[ P = \frac{M_2 - M_1}{M_1 + M_2} \times 100\% \]

\[ P = \frac{74 - 65}{65 + 74} \times 100\% \]

\[ P = \frac{9}{139} \times 100\% \]

P = 6.47 %

The calculation, which shows the class percentage of students who pass the KKM (the minimum of passing criteria = 65) is:
\[ P = \frac{F}{N} \times 100\% \]
\[ P = \frac{25}{25} \times 100\% \]
\[ P = 100\% \]

It means that 100% students pass the KKM. There are 25 students who pass the KKM. It concludes that the improvement of students’ in vocabulary mastery (pronunciation and translation) is good enough.

e) Students’ Observation Sheet

**Table 4.4**
Result of the Observation Sheet in Cycle II

<table>
<thead>
<tr>
<th>No</th>
<th>Names of Students</th>
<th>Sex</th>
<th>Object</th>
<th>Note</th>
</tr>
</thead>
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<td></td>
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<td>B</td>
</tr>
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<td>1</td>
<td>Nanik Rahayu</td>
<td>F</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>2</td>
<td>Ana Lutfiyanti</td>
<td>F</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>3</td>
<td>Dwi Septiana</td>
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<td>√</td>
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<tr>
<td>4</td>
<td>Abdul Ghofar</td>
<td>M</td>
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<td>√</td>
</tr>
<tr>
<td>5</td>
<td>M. Iqbal K.H.</td>
<td>M</td>
<td>√</td>
<td>√</td>
</tr>
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<td>6</td>
<td>M. Reza Rodiatul</td>
<td>M</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>7</td>
<td>Sasmaya Dhia K</td>
<td>F</td>
<td>√</td>
<td>√</td>
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<td>8</td>
<td>M. Ilham Ulil Albab</td>
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<td>Ahmad Hanafi</td>
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<td>M. Aldi Ardiyansah</td>
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<tr>
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<td>Muhammad Masruh I</td>
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<tr>
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<td>M Ulul Albab</td>
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Explanation:
A: Pay attention
B: Activeness in asking question
C: Activeness in responding question
D: Enthusiasm in doing test

d. Reflection

After analyzed the results of cycle 1 and 2, it can be concluded that using total physical responses improved the students’ ability vocabularies mastery especially a learned method could improve
students to active in learning pronunciation and translation text in the classroom. They could practice language optimally especially in pronunciation, translation and expressed their idea through writing directly, even though there were many limited vocabularies and error grammatical. But now, they could express their idea, increased their vocabulary and wrote their idea directly.

B. Discussions

From the result of the analysis in cycle I and cycle II, There is a significant improvement in the students’ vocabulary mastery ability. That will be explained in the table below:

Table 4.5
The Mean and T-Calculation of Students’ Score Cycle I and Cycle II

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<td>58.2</td>
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<td>62</td>
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<td></td>
<td>Post-test</td>
<td></td>
<td></td>
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<tr>
<td>2</td>
<td>t-table N=25</td>
<td>1.71</td>
<td>1.71</td>
</tr>
<tr>
<td>3</td>
<td>t-calculation</td>
<td>3.16</td>
<td>9.40</td>
</tr>
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<td>4</td>
<td>t-test &gt; t-table</td>
<td>3.16 &gt; 1.71</td>
<td>9.40 &gt; 1.71</td>
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</tbody>
</table>

Table 4.6
The Students’ Mean Score in Percentage

<table>
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<th>Category</th>
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<tr>
<td>&lt;65</td>
<td>56%</td>
<td>-</td>
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<tr>
<td>&gt;65</td>
<td>44%</td>
<td>100%</td>
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There are 100% who pass KKM (the minimum of passing criteria), the score of pre-test cycle II is 65 which is more than pre-test of the cycle I, i.e 58.2. Meanwhile, the score of post test cycle II is 74 which is higher than post test cycle I, i.e 62. In addition, the students look more confident to improve vocabulary mastery in the classroom.

Based on the field note and short interview conducted when the media was applied, the researcher analyzed that there were many improvements in many aspect, they are the improvement of students mastery of vocabulary using total physical responses, another improvement was pronunciation, writing and translation.

The implementation of using total physical responses in students can improve the students’ understanding in learning vocabulary mastery. The improvement can be examined from the results of the students answers tests in the pre-test and post-test. Before the strategy was implemented, the students encountered many difficulties in understanding of vocabulary and have difficulties on improving pronunciation, writing and translation. They could not tell the writing structure of the vocabulary mastery and confused to determine the pronunciation and translation. Trained with using communication practice helped can the students to understand vocabulary mastery that was comprehensible.

Based on the result among t-test of cycle 1 and cycle 2, the implementation of total physical responses in student's improving vocabulary is successful especially in pronunciation and translation. The
comparison of action calculation-result between cycle 1 and cycle 2, explanations examiner as to followed: t-test of cycle 1 is 3,16 and cycle 2 is 9,40. In addition, the mean of pre-test and post-test of each cycle increases significantly. The table above displays that the mean of cycle 1 improves; the mean of pre-test is 58, and the mean of post-test is 62. In cycle 2, the mean of pre-test and post-test also increase. In cycle 2, the mean of pre-test and post-test also increase. In cycle 2, the mean of pre-test is 65 and post-test 74.

From the research above, it can be seen that the using of total physical responses methods can improve the students understanding in learning vocabulary mastery. The function of total physical responses method itself is to give a certain improving in the whole and details, so the students that helped in learning vocabulary mastery in writing, pronunciation, and translation. In another word this research proves that students can understand the vocabulary mastery in a text or capability after applying total physical response method in English language lesson.

Briefly, the writing achievement in the research class has proven that a Total Physical Response can be good method in developing vocabulary mastery. In addition, the positive finding of this research is in line with the previous research done by Nining Pujiningsih with the title “Improving students’ English vocabulary by using Total Physical Response “(A Classroom Action Research in the Sixth of MI NU Manafiul Ulum Kudus in Academic year of 2009/2010)”
CHAPTER V
CLOSURE

A. Conclusions

After conducting the research about Total Physical Response in improving vocabulary mastery, the researcher can conclude based on the findings discussed in the previous chapter that:

1. The use Total Physical Response for the seventh grade students of Madrasah Tsanawiyah Darul Ulum Reksosari Suruh Kab. Semarang in academic year 2015/2016 can improve the students’ attention and participation in learning vocabulary mastery. It can be seen from the field note of two cycles with students enjoying and interesting in learning process. They can find the improvement on students vocabulary mastery; they can also express pronunciation and translation.

2. The use of Total Physical Response as a method in teaching learning process can make the students are more interested to study vocabulary mastery in English language. The students understand and remember about the new vocabulary more than previously before TPR has not used yet. In the other hand, by using Total Physical Response the students are being more enjoy and fun.

3. The extent of use total Total Physical Response can be proved by the students vocabulary mastery result in teaching learning process. It can be proved by the score of pre-test and post-test. The increasing percentage students who pass in vocabulary test from cycle 1 and cycle 2 are: 44%
and 100%. The decreasing percentage students who do not pass in vocabulary test are 56% an cycle 1 and to cycle 2 zero. At the first cycle the mean of post-test(62) is higher than pre-test (58,2). The T-calculation shows that the t-table is 1,71 while the T-calculation is 3,16. In the second cycle, the mean of post-test(74) also higher than pre-test (65). The result of the T-calculation is bigger than T-table that is 9,40 from T-table 1,71. It means that there is significant different between pre -test and post- test. This indicates that Total Physical Response as a method can to improve students’ vocabulary mastery of seventh grade students of Madrasah Tsanawiyah Darul Ulum Reksosari Suruh Kab. Semarang in academic year 2015/2016.

B. Suggestions

Based on the result of the study and conclusion regarding With teaching vocabulary mastery by the use of Total Physical Response, the writer would like to suggest as follows:

1. For the English Teacher
   a. The teacher can be active and creative to teach students, especially in improving vocabulary mastery.
   b. The teacher can provide same method to improve students’ vocabulary mastery for the student, because using Total Physical Response can be shown of the talent.

2. For the Students’
   a. They can interest and active to study about vocabulary.
b. To improve vocabulary students have to develop their knowledge and do many exercises in order to get a better achievement in other practice.

3. For the Other Researcher

It has been known that the use of Total Physical Response can improve students vocabulary mastery, so that the other researchers or the readers could use the Total Physical Response method when they are want to develop their writing, pronunciation and translation from vocabulary in text ability. They should read this research clearly, so they can understand how to practice total physical response method to improve their writing, pronunciation, translation or communication practice ability especially vocabulary mastery. Finally, the result of this research can be used as reference for other researchers dealing with the methodology in language teaching.
BIBLIOGRAPY


Henning, Dorothy Grant. 1986. Communication In Action: Teaching the Language.


APPENDICES
CURRICULUM VITAE

Personal Details:

Name : Bidayatun Ni’mah
Address : Reksosari RT12/RW 01 Suruh Kab.Semarang
Place /Date of Birth : Reksosari, 01 January 1993
Gender : Female
Phone Number : (0298) 317078 /087700075212
Religion : Islam

Educational Background

1. 2000-2006 : SD Muhamadiyah Suruh Kab.Semarang
2. 2006-2009 : MTs Negeri Kota Salatiga
3. 2009-2012 : MA Program Keagamaan MAN 1 Surakarta
4. 20012-2016 : State Institute Of Islamic Studies (IAIN)Salatiga
KEPADA
Yth. Maslihatul Umami, S.Pd.I, M.A
Di Tempat

Assalamualaikum w.w.

Dalam rangka penulisan Skripsi Mahasiswa Program Sarjana (S.1) Saudara ditunjuk sebagai Dosen Pembimbing Skripsi mahasiswa.

Nama : BIDAYATUN NI’MAH
NIM : 113-12-042
Fakultas : TARBIYAH DAN ILMU KEGURUHAN
Jurusan : TADRIS BAHASA INGGRIS
Judul Skripsi :

THE USE OF PICTURES AND TPR TO IMPROVE THE STUDENTS VOCABULARY MASTERY
(A CLASSROOM ACTION RESEARCH OF RA SUDIRMAN TINGKIR LOR SALATIGA)

Apabila dipandang perlu Saudara diminta mengoreksi tema skripsi di atas.

Demikian untuk diketahui dan dilaksanakan.

Wassalamualaikum w.w.

Salatiga, 12 April 2016
a.n. Dekan,
Wakil Dekan Bidang Akademik

S.Rt., S.Ag., M.Phil.
NIP. 196906171996031004

Tembusan: 1. Dosen Pembimbing
2. Mahasiswa yang bersangkutan
Nomor : B-166/In.21/D1/PN.03.00/07/2016
Lamp : Proposal Penelitian.
Hal : Permohonan Izin Penelitian

Kepada
Yth. Kepala MTs Darul Ulum Rekso Sari Suruh
Di Tempat

Assalamualaikum w.w.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa:

Nama : BIDAYATUN NIHMAH
NIM : 113-12-042
Mahasiswa : Institut Agama Islam Negeri (IAIN) Salatiga
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (TBI)

Dalam rangka penyelesaian studi Program S.1 di IAIN Salatiga, diwajibkan memenuhi salah satu persyaratan yang berupa pembuatan SKRIPSI.

THE USE OF TOTAL PHYSICAL RESPONSE TO IMPROVE THE STUDENT'S VOCABULARY MASTERY (A Classroom Action Research Grade Students of Mts Darul Ulum Rekso Sari Suruh Kab. Semarang in Academic Year 2016/2016)

Dengan Pembimbing : Maslihatul Umami, S.Pd.I,M.A
Untuk penyelesaian Skripsi tersebut, kami mohon Bapak/Ibu memberi izin kepada mahasiswa tersebut untuk mengadakan penelitian guna memperoleh data atau keterangan dan bahan yang diperlukan dimulai tanggal 27 Juli 2016 s.d selesai.
Kemudian atas pemberian izin Bapak/Ibu, kami sampaikan terima kasih.

Wassalamualaikum w.w.

Salatiga, 21 Juli 2016
Dekan,
Fakultas Tarbiyah dan Ilmu Keguruan

Suwardi, M.Pd.
NIP. 19670121 199903 1002

Tebusun : 1. Mahasiswa yang bersangkutan
SURAT KETERANGAN
No: 155/MTs.DU/B.009/Sk/VIII/2016

Yang bertanda tangan di bawah ini Kepala Madrasah Tsanawiyah Darul Ulum Suruh, menerangkan bahwa:

Nama : Bidayatun Ni'mah
NIM : 113-12-042
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (TBI)
Judul Skripsi :

"THE USE OF TOTAL PHYSICAL RESPONSE TO IMPROVE THE STUDENT'S VOCABULARY MASTERY (a classroom action research of seventh Grade Students of Madrasah Tsanawiyah Darul Ulum Suruh Kab. Semarang in Academic Year 2016/2017)"

Yang bersangkutan benar-benar telah melakukan penelitian di MTs Darul Ulum Suruh pada tanggal 22 Juli s.d 22 Agustus 2016.

Yemikian Surat keterangan ini di buat dan diberikan agar dapat di gunakan sebagaimana mestinya

Suruh, 23 Agustus 2016

[Signature]

M. Abdul Haris, S.S.
# LEMBAR KONSULTASI SKRIPSI

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**CATATAN**

SETIAP KONSULTASI LEMBAR INI HARUS DIBAWA

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Dosen Pembimbing

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<td>Monitoring dan Evaluasi pasca pelatihan calon wirausaha oleh kementrian Koperasi dan Usaha kecil Menengah Republik Indonesia</td>
<td>23 April 2014</td>
<td>Peserta</td>
<td>4</td>
</tr>
<tr>
<td>27</td>
<td>Training Kepribadian oleh Istitut Agama Islam Negeri salatiga</td>
<td>19 Mei 2015</td>
<td>Peserta</td>
<td>2</td>
</tr>
<tr>
<td>No.</td>
<td>Jenis Kegiatan</td>
<td>Pelaksanaan</td>
<td>Jabatan</td>
<td>Nilai</td>
</tr>
<tr>
<td>-----</td>
<td>-------------------------------------------------------------------------------</td>
<td>---------------</td>
<td>---------</td>
<td>-------</td>
</tr>
<tr>
<td>28</td>
<td>Pelatihan Lanjutan Perkoperasian (PLP) oleh KOPMA FATAWA IAIN Salatiga</td>
<td>7 Juni 2015</td>
<td>Panitia</td>
<td>3</td>
</tr>
<tr>
<td>29</td>
<td>Seminar Nasional&quot; peranan Technopreneur dalam mendukung program pemerintah melalui Ekonomi Kreatif &quot;Oleh KOPMA FATAWA IAIN Salatiga</td>
<td>15 April 2015</td>
<td>Panitia</td>
<td>8</td>
</tr>
<tr>
<td>30</td>
<td>Training of Trainer (TOT) oleh KOPMA FATAWA IAIN Salatiga</td>
<td>11 Oktober 2015</td>
<td>panitia</td>
<td>3</td>
</tr>
<tr>
<td>31</td>
<td>A three-hour Teacher Training Workshop focusing on “learning Strategies in Using Authentic Materials For SMP And SMA Student “ oleh IALF BALI</td>
<td>27 Mei 2015</td>
<td>Peserta</td>
<td>2</td>
</tr>
<tr>
<td>32</td>
<td>“Pemasyarakatan pemahaman koperasi melalui Gerakan Kewirausahaan Nasional&quot; Oleh deputi bidang pengembangan sumber Daya alam Kementrian Koprasi Dan Usaha kecil Dan menengah Republik Indonesia</td>
<td>14 Oktober 2014</td>
<td>Peserta</td>
<td>4</td>
</tr>
<tr>
<td>33</td>
<td>SK Kepengurusan KOPMA FATAWA Masa bakti 2016 IAIN Salatiga</td>
<td>14 Maret 2016</td>
<td>Pengawas</td>
<td>4</td>
</tr>
<tr>
<td>No</td>
<td>Jenis Kegiatan</td>
<td>Pelaksanaan</td>
<td>Jabatan</td>
<td>Nilai</td>
</tr>
<tr>
<td>----</td>
<td>---------------------------------------------------------</td>
<td>---------------</td>
<td>---------</td>
<td>-------</td>
</tr>
<tr>
<td>34</td>
<td>Pemasyarakatan Kewirausahaan oleh Kementrian Koperasi dan Ukm</td>
<td>26 April 2016</td>
<td>Peserta</td>
<td>4</td>
</tr>
<tr>
<td>35</td>
<td>SK Mengajar</td>
<td>12 Februari 2014</td>
<td>Guru</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td><strong>JUMLAH</strong></td>
<td></td>
<td></td>
<td><strong>141</strong></td>
</tr>
</tbody>
</table>

Salatiga, 15 Agustus 2016

Mengetahui,
Waiz Dekan Hidang Kemahasiswaan dan Kerjasama

[Signature]

Achmad Maimun, M.Ag
NIP. 19700510 199803 1 003
1. The Profile of Islamic Junior High School Darul Ulum Reksosari

**Suruh Kab. Semarang**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>YAYASAN DARUL ULUM REKSOSARI</strong></td>
<td></td>
</tr>
<tr>
<td><strong>MADRASAH TSANAWIYAH DARUL ULUM SURUH</strong></td>
<td></td>
</tr>
<tr>
<td><strong>STATUS TERAKREDITASI B</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Alamat : Reksosari - Suruh Kab.Semarang</strong></td>
<td></td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Name School : MTs Darul Ulum</td>
</tr>
<tr>
<td>2</td>
<td>NSS : 212032204001</td>
</tr>
<tr>
<td>3</td>
<td>Accreditation School : A</td>
</tr>
<tr>
<td>4</td>
<td>Address School : Reksosari, RT. 05 / RW. 01 Village / District Reksosari / Suruh Regency Semarang Province Jawa Tengah Number phone (0298) 317008</td>
</tr>
<tr>
<td>5</td>
<td>NPWP School : 00.511.942.5.505.000</td>
</tr>
<tr>
<td>6</td>
<td>School Head Name : M. Abdul Haris, S.S</td>
</tr>
<tr>
<td>7</td>
<td>Number phone : 085640314981</td>
</tr>
<tr>
<td>8</td>
<td>Name Foundation : Drs. A. M Tontowi</td>
</tr>
<tr>
<td>9</td>
<td>Address Foundation : REKSOSARI, RT. 03/ RW. 01</td>
</tr>
<tr>
<td>10</td>
<td>Number phone Foundation : 081325676522</td>
</tr>
<tr>
<td>11</td>
<td>The Number of Foundation Bodying-Deed : 4</td>
</tr>
<tr>
<td>12</td>
<td>Soil Ownership : Government/Foundation/Personal/rent/To join with other *)</td>
</tr>
<tr>
<td></td>
<td>a. Soil Standard : (copy its also)</td>
</tr>
<tr>
<td></td>
<td>b. Wide of Soil : 2.755 m²</td>
</tr>
<tr>
<td>13</td>
<td>Standard Building : Government/Foundation/Personal/rent/To join with other *)</td>
</tr>
<tr>
<td>14</td>
<td>Wide of Building : 819 m²</td>
</tr>
<tr>
<td>15</td>
<td>KBM : morning</td>
</tr>
</tbody>
</table>

*Source: Islamic Junior High School MTs. Darul Ulum Reksosari 2016*
2. History of Islamic Junior High School MTs. Darul Ulum Reksosari

Suruh Kabupaten Semarang

In Suruh district to date August, 18th 1965 built a school that to achieve teacher or educator energy in the field of islam religion-education that is religion teacher education Nadlatul Ulama (PGA-NU) to six years under education institute shelter Ma’arif Nadlatul Ulama PGA-NU ,to be differed 2 become:

a. Teacher educations first religion (PGAP) as long as (4 years)
b. Teacher educations religion on (PGAA) as long as (2 years)

Related to with existence regulation to religion department about existence changing, PGA six years become Madrasah Madrasah Tsanawiyah (MTs) and Madrasah Aliyah (MA) in 1979. The mentioned School be changed name and the function. From the beginning that school is namy of Education Teacher Nahdlatul's Religion Scholar (PGA-NU) six years and to print Islamic religion, so in change become (MTs) Darul Ulum degree junior high school (SLTP) and Madrasah Aliyah (MA) Darul Ulum that degree with level (SLTA).

From the beginning school under shelter Ma’arif Nadlatul Ulama now become under shelter of foundation Darul Ulum in 1975. It’s development, Madrasah Tsanawiyah Darul Ulum to get standard stifing registrated to date December, 10th 1987 , until to madrasah concerned with be gave right join in law to conduct it education and instruction also to be allowed to come along testing of Madrasah's equalization the
Country that to be based madrasah's program that to be taken outside by Republic Indonesian department religion number : wk/5-c/23/PGM/TS1987 to date December, 10th 1987 and to month june 2002 standard MTs. Darul Ulum to changed and to be equalized properness evaluation to be based and the as equal as education institute-decency education institute own government (Source: Islamic Junior High School MTs. Darul Ulum Reksosari)

3. **Visions and Mission of Islamic Junior High School MTs. Darul Ulum Reksosari Suruh Kabupaten Semarang**

   Islamic Junior High School Darul Ulum Reksosari has a mission that being the excellence to improve the qualified human resource in both science and religious awareness.

   Then Islamic Junior High School Darul Ulum Reksosari also has visions that conducting education orienting knowledge, social and moral qualities to produce human resource qualified in science and religious awareness.

4. **Facilities and Tools**

   There are many facilities of Islamic Junior High MTs. Darul Ulum Reksosari Suruh .The Facilities are building, things, needed by the teachers, students, and other educators provide by school or institution to support successful teaching learning process in school.
The Facilities and Tools of Islamic Junior High School MTs. Darul Ulum Reksosari Suruh 2016

a. Building

<table>
<thead>
<tr>
<th>Construction</th>
<th>Permanent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Status</td>
<td>Right the Ownership</td>
</tr>
<tr>
<td>Headmaster Office</td>
<td>1 Room</td>
</tr>
<tr>
<td>Structure of Exertion Room</td>
<td>1 Room</td>
</tr>
<tr>
<td>Teacher’s Room</td>
<td>1 Room</td>
</tr>
<tr>
<td>Counseling Room</td>
<td>1 Room</td>
</tr>
<tr>
<td>Classrooms</td>
<td>6 Rooms</td>
</tr>
<tr>
<td>Library</td>
<td>1 Unit</td>
</tr>
<tr>
<td>Computer laboratory Room</td>
<td>1 Room</td>
</tr>
<tr>
<td>IPA laboratory Room</td>
<td>1 Room</td>
</tr>
<tr>
<td>Biology laboratory Room</td>
<td>1 Room</td>
</tr>
<tr>
<td>Physics laboratory Room</td>
<td>1 Room</td>
</tr>
<tr>
<td>Chemistry laboratory Room</td>
<td>1 Room</td>
</tr>
<tr>
<td>Intra Students Organization (OSIS) and Scout Room</td>
<td>1 Room</td>
</tr>
<tr>
<td>Unit of Healthy School Room</td>
<td>1 Room</td>
</tr>
<tr>
<td>Mosque</td>
<td>1 Unit</td>
</tr>
<tr>
<td>Bathrooms/WC</td>
<td>3 Rooms</td>
</tr>
<tr>
<td>Warehouse</td>
<td>1 Rooms</td>
</tr>
<tr>
<td>Circulation Space</td>
<td>1 Rooms</td>
</tr>
<tr>
<td>Place Process Body</td>
<td>1 Rooms</td>
</tr>
</tbody>
</table>

Source: Islamic Junior High School MTs. Darul Ulum Reksosari

b. Office Equipments

The Office Equipments of Islamic Junior High School MTs. Darul Ulum Reksosari Suruh 2016

<table>
<thead>
<tr>
<th>Equipment</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computers-Printers</td>
<td>2</td>
</tr>
<tr>
<td>Telephone-Internet</td>
<td>1</td>
</tr>
<tr>
<td>TV</td>
<td>2</td>
</tr>
<tr>
<td>Typewriter Machine</td>
<td>2</td>
</tr>
<tr>
<td>Strongbox</td>
<td>2</td>
</tr>
<tr>
<td>Tape Recorder</td>
<td>1</td>
</tr>
<tr>
<td>Dispenser</td>
<td>2</td>
</tr>
</tbody>
</table>

Source: Islamic Junior High School MTs. Darul Ulum Reksosari 2016
Nama sekolah : Mts Darul Ulum

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VII (Tujuh) / 1

Hari/ Tanggal : Sabtu 5 Agustus 2016

Standar Kompetensi : 3.1 Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat

Kompetensi Dasar : 3.2 Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) dengan menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi informasi, mengucapkan terima kasih, meminta maaf, dan mengungkapkan kesantunan

Jenis teks : transaksional dan interpersonal

Tema : part of the body

Aspek/Skill : Berbicara

Alokasi Waktu : 2 x 40 menit
1. **Tujuan Pembelajaran**

   *Pertemuan pertama*

   Pada akhir pembelajaran, siswa dapat merespon makna dalam:

   a. Menyampaikan bagian bagian dari tubuh

   b. Menyanyikan sambil menghafalkan lagu dengan baik

   *(bagian-bagian dari tubuh)*

   c. Mengucapkan terima kasih, meminta maaf, dan mengungkapkan kesantunan

   ❖ **Karakter siswa yang diharapkan**: Dapat dipercaya (Trustworthiness)

   Rasa hormat dan perhatian (respect)

   Tekun (diligence)

   Tanggung jawab (responsibility)

   Berani (courage)

   Ketulusan (Honesty)

2. **Materi Pembelajaran**

   a. Communication Practice

      - Tanya jawab tentang tentang bagian dari tubuh

      - Tanya jawab meminta informasi kegunaan dari part of the body

3. **Metode Pembelajaran:**

   Total Physical Response
4. Langkah-langkah Kegiatan

Pertemuan pertama

a. Kegiatan Pendahuluan (5 menit)

Apersepsi:

- Tanya jawab tentang apa saja bagian dari tubuh serta mempraktikan apa yang diucapkan guru (menggunakan mimik muka yang sesuai)
- Menjelaskan kegunaan dari bagian tubuh tersebut

Motivasi:

- Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa

b. Kegiatan Inti (60 menit)

Eksplorasi (30 menit)

Dalam kegiatan eksplorasi, guru:

- Melibatkan peserta didik mencari informasi yang luas dan dalam tema materi yang akan dipelajari
- Menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar lain
- Memfasilitasi terjadinya interaksi antara peserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya;
- Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran
- Memfasilitasi peserta didik melakukan percobaan di kelas
Elaborasi (30 menit)

Dalam kegiatan elaborasi, guru:

- Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna;
- Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis
- Menjelaskan materi tentang part of body dengan benar dan jelas sesuai dengan metode yang akan di gunakan (Total Physical Response)
- Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut;
- Memberikan pratek secara langsung kepada peserta didik
- Mengulang kembali penjelasan part of body di depan kelas sambil melakukan praktek sesuai dengan metode

Konfirmasi (10 menit)

Dalam kegiatan konfirmasi, guru:

- Memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik,
- Memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi peserta didik melalui berbagai sumber,
Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan,

Memfasilitasi peserta didik untuk memperoleh pengalaman yang bermakna dalam mencapai kompetensi dasar:

- Berfungsi sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan, dengan menggunakan bahasa yang baku dan benar;
- Membantu menyelesaikan masalah;
- Memberi acuan agar peserta didik dapat melakukan pengecekan hasil eksplorasi;
- Memberi informasi untuk bereksplorasi lebih jauh;
- Memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif.

c. Kegiatan Penutup (5 menit)

Dalam kegiatan penutup, guru:

- bersama-sama dengan peserta didik membuat rangkuman/simpulan pelajaran.
- melakukan penilaian refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- memberikan umpan balik terhadap proses dan hasil pembelajaran;
- merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau
memberikan tugas baik tugas individual maupun kelompok sesuai 
dengan hasil belajar peserta didik;

menyampaikan rencana pembelajaran pada pertemuan berikutnya.

5. **Sumber belajar**

   a. Buku teks yang relevan

   b. *Script* percakapan

   c. Teks pemebelajaran

6. **Media pemebelajaran**

   a. Laptop

   b. Spidol

   c. White board

7. **Penilaian**

<table>
<thead>
<tr>
<th>Indikator Pencapaian Kompetensi</th>
<th>Teknik Penilaian</th>
<th>Bentuk Instrumen</th>
<th>Instrumen/Soal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bertanya dan menjawab tentang:</td>
<td></td>
<td>Tanya jwb</td>
<td>1. <em>Ask and answer questions to your friends based on the situation in there</em></td>
</tr>
<tr>
<td>1. Meminta dan memberi informasi</td>
<td>Unjuk Kerja</td>
<td>Merespon dg singkat Bermain peran</td>
<td>2. Respond to the following expressions</td>
</tr>
<tr>
<td>2. Mengucapkan terima kasih</td>
<td>Unjuk Kerja</td>
<td></td>
<td>3. Read the dialog and perform it</td>
</tr>
<tr>
<td>3. Meminta maaf</td>
<td>Unjuk Kerja</td>
<td></td>
<td>4. a. Please guess, what is there in the box by asking questions</td>
</tr>
<tr>
<td>4. Mengungkapkan dan merespons</td>
<td>Tes Praktik</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
kesantunan | b. Perform a total physical response
--- | ---
a. Pedoman Penilaian

Jumlah skor maksimal keseluruhan 100

b. Rubrik Penilaian

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pronunciation</td>
<td>50</td>
</tr>
<tr>
<td>Delivery</td>
<td>50</td>
</tr>
</tbody>
</table>

Standard of Pronunciation and Delivery:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>41-50</td>
</tr>
<tr>
<td>Very good</td>
<td>31-40</td>
</tr>
<tr>
<td>Good</td>
<td>21-30</td>
</tr>
<tr>
<td>Average</td>
<td>11-20</td>
</tr>
<tr>
<td>Poor</td>
<td>≤10</td>
</tr>
</tbody>
</table>

Mengetahui; Reksosari, 5 Agustus 2016

Kepala Sekolah Peneliti

(M. Abdul Haris ) (Bidayatun Ni’mah )

NIP .- NIM11312042
Nama sekolah : Mts Darul Ulum
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII (Tujuh) / 1
Hari/ Tanggal : Jum’at 12 Agustus 2016

Standar Kompetensi : 3. Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat

Kompetensi Dasar : 3.2 Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) dengan menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi informasi, mengucapkan terima kasih, meminta maaf, dan mengungkapkan kesantunan

Jenis teks : Transaksional dan interpersonal

Tema : part of the body

Aspek/Skill : Berbicara

Alokasi Waktu : 2 x 40 menit
1. Tujuan Pembelajaran

_Pertemuan kedua_

Pada akhir pembelajaran, siswa dapat merespon makna dalam:

a. Mengigat kembali pembelajaran yang sudah diberikan pada pertemuan pertama

b. Menyanyikan lagu yang sudah dihafalkan dalam pertemuan pertama

c. Mengucapkan terima kasih, meminta maaf, dan mengungkapkan kesantunan

❖ **Karakter siswa yang diharapkan:**

- Dapat dipercaya (Trustworthiness)
- Rasa hormat dan perhatian (respect)
- Tekun (diligence)
- Tanggung jawab (responsibility)
- Berani (courage)
- Ketulusan (Honesty)

2. Materi Pembelajaran

b. Communication Practice

- Mengulang kembali pelajaran yang telah diberikan pada pertemuan (part of body)

- Tanya jawab meminta informasi tentang kegunaan bagian-bagian dari tubuh

3. Metode Pembelajaran:

Total Physical Response
4. Langkah-langkah Kegiatan

Pertemuan kedua.

a. Kegiatan Pendahuluan (5 menit)

Apersepsi:
- Tanya jawab tentang part of body
- Tanya jawab tentang kegunaan dari bagian tubuh dan menyebutkanya di depan kelas

Motivasi:
- menjelaskan pentingnya materi yang akan dipelajari.

b. Kegiatan Inti (60 menit)

Eksplorasi (30 menit)

Dalam kegiatan eksplorasi, guru:

☞ Melibatkan peserta didik mencari informasi yang luas berdasarkan tema materi (part of body) yang akan dipelajari dengan menerapkan system pembelajaran yang sesuai.

☞ Menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar lain.

☞ Memfasilitasi terjadinya interaksi antar peserta didik serta antara peserta didik dengan guru.

☞ Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran.

☞ Memfasilitasi peserta didik melakukan percobaan di depan kelas
**Elaborasi** (30 menit)

Dalam kegiatan elaborasi, guru:

- Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna
- Mengajak peserta didik untuk mengigat materi yang sudah di ajarkan (*part of body*)
- Meminta salah satu peserta didik untuk maju ke depan kelas dan melakukan praktek dengan menjelakan bagian bagian dari tubuh
- Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis
- Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut
- Memberikan pratek langsung kepada peserta didik

**Konfirmasi** (10 menit)

Dalam kegiatan konfirmasi, guru:

- Memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik,
- Memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi peserta didik melalui berbagai sumber,
- Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan,
Memfasilitasi peserta didik untuk memperoleh pengalaman yang bermakna dalam mencapai kompetensi dasar:

- Berfungsi sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan, dengan menggunakan bahasa yang baku dan benar;
- Membantu menyelesaikan masalah;
- Memberi acuan agar peserta didik dapat melakukan pengecekan hasil eksplorasi
- Memberi informasi untuk bereksplorasi lebih jauh
- Memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif.

c. Kegiatan Penutup (5 menit)

Dalam kegiatan penutup, guru:

- bersama-sama dengan peserta didik sendiri membuat simpulan pelajaran
- melakukan penilaian dan refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram
- memberikan umpan balik terhadap proses dan hasil pembelajaran
- merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;
- menyampaikan rencana pembelajaran pada pertemuan berikutnya.
5. **Sumber belajar**
   a. Buku teks yang relevan
   b. Narasumber, Kaset/CD
   c. Gambar-gambar yang relevan

6. **Media pembelajaran**
   a. Spidol
   b. White board
   c. Laptop
   d. Paper, dll.
7. Penilaian

<table>
<thead>
<tr>
<th>Indikator Pencapaian Kompetensi</th>
<th>Teknik Penilaian</th>
<th>Bentuk Instrumen</th>
<th>Instrumen/Soal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bertanya dan menjawab tentang :</td>
<td></td>
<td>Tanya jwb</td>
<td>1. Ask and answer questions to your friends based on the situation in there</td>
</tr>
<tr>
<td>1. Meminta dan memberi informasi</td>
<td>Unjuk Kerja</td>
<td>Merespon dg singkat Bermain peran</td>
<td>2. Respond to the following Expressions</td>
</tr>
<tr>
<td>2. Mengucapkan terima kasih</td>
<td>Unjuk Kerja</td>
<td></td>
<td>3. Please guess, what is there in the box by asking questions</td>
</tr>
<tr>
<td>3. Meminta maaf</td>
<td>Unjuk Kerja</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Mengungkapkan dan merespons kesantunan</td>
<td>Tes Praktik</td>
<td></td>
<td>4. Perform a total physical response</td>
</tr>
</tbody>
</table>

a. Pedoman Penilaian

Jumlah skor maksimal keseluruhan 100

b. Rubrik Penilaian

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pronunciation</td>
<td>50</td>
</tr>
<tr>
<td>Delivery</td>
<td>50</td>
</tr>
</tbody>
</table>
Standard of Pronunciation and Delivery:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>41-50</td>
</tr>
<tr>
<td>Very good</td>
<td>31-40</td>
</tr>
<tr>
<td>Good</td>
<td>21-30</td>
</tr>
<tr>
<td>Average</td>
<td>11-20</td>
</tr>
<tr>
<td>Poor</td>
<td>≤10</td>
</tr>
</tbody>
</table>

Mengetahui;                         Reksosari 12Agustus 2016

Kepala Sekolah MTs Darul ulum       Peneliti

( M.Abdul Haris )                        ( Bidayatun Ni’mah )

NIP.-                         NIM11312042
SOAL PENELITIAN

pre-test cycle 1

Name : 
Class : 

Answers the question bellow!!

Part of body

1. Kepala (…………)
2. Shoulder (…………)
3. Lutut (…………)
4. Toe (…………)
5. Mata (…………)
6. Telinga (…………)
7. Mouth (…………)
8. Hidung (…………)

Post- test cycle 1

Test lisan

Mention and translated 5 part of body !!

1. ........................
2. ........................
3. ........................
4. ........................
5. ........................
Pre-test cycle 2

Please write 8 part of body

1. ..........
2. ..........
3. ..........
4. ..........
5. ..........
6. ..........
7. ..........
8. ..........

Post-test cycle 2

(conversations with students)

Teacher: Ok my students,,, do you remember last week I have give you same material part of body?

Student’s: Yes…….Ms. Ni’mah ,

Teacher: So ,If you Still Remember I want all of you to mention one by one in front of class .do you understand 

Student’s: Yes…!

Teacher: So . who want to practice number one ?Raise your hand?

Student’s: Yes I am …… Ms. Ni’mah ,I will try to practice first.

Teacher: OK ..... good.

(setelah itu murid menulis menebak dan memegang bagian bagian dari tubuh ,)
Appendixes

Photos during the Research

The Researcher explains the material and gives instruction to the students