

**THE STEPS OF TOTAL PHYSICAL RESPONSE (TPR)
IN EXTRACURRICULAR PROGRAM TO DEVELOP JUNIOR
HIGH SCHOOL STUDENTS' ENGLISH VOCABULARY**

A THESIS

Submitted in Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan in English Education



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**ENGLISH EDUCATION DEPARTMENT
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STATE ISLAMIC UNIVERSITY
K.H. ABDURRAHMAN WAHID PEKALONGAN**

2024

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by :
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Assalamu 'alaikum Wr. Wb.

Setelah diadakan penelitian dan perbaikan seperlunya, maka bersama ini kami kirimkan naskah skripsi saudara:

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Saya menilai bahwa naskah skripsi tersebut sudah dapat diajukan kepada Fakultas Tarbiyah dan Ilmu Keguruan UIN K.H. Abdurrahman Wahid Pekalongan untuk diujikan dalam sidang munaqasyah.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatiannya, saya sampaikan terima kasih.

Wassalamu 'alaikum Wr. Wb.

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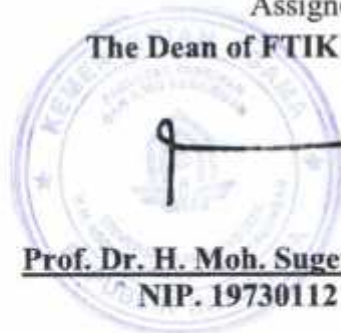
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ACKNOWLEDGMENT

Alhamdulillah, all praises and thanks to Allah SWT who has granted me strength and blessing in accomplishing my thesis. Then, be peace upon my prophet Muhammad SAW.

1. First and foremost, I would like to express my deepest gratitude to my beloved parents Mr. M Kholil and Mrs. Nur Khikmah, who have given guidance, warmth, countless prayers, and unconditional love more than the researcher could ask.
2. Second, I could not have undertaken this journey without Mrs. Nadia Faradhillah, M.A., as my supervisor. Thank you for supervising my thesis and motivating me to finish this thesis by giving advice, comments, and corrections that have made me learn many things in this journey. I am very grateful to him for giving me full attention.
3. Third, I would like to thank Ragil Pungkasana, S.Pd who has helped me when I needed it and accommodated my complaints while working on my thesis. Thank you also for accompanying and supporting me all this time.
4. I am also thankful to have my beloved sister Vika Farkhatul Maulida and my brothers M. Zidni Ilman, M akmalul Aushof, who has supported me and always given me something I needed all this time.
5. Thank you to my beloved friends Marela Zul Is Yus Annaya, Syamrotul Wiyanti Azzahroh, and Bazighoh Almas have struggled together in this world of thesis.
6. Last but not least, I wanna thank me. I wanna thank me for believing in me. I wanna thank me for all doing this hard work. I want to thank me for having

nodays off. I want to thank me for never quitting. I want to thank me for always
being a giver and try a give more than I receive.



MOTTO

“A great person is someone who has the ability to hide his troubles, so that other people think he is happy”

Imam Syafi'i

“Love the life you live. Live the life you love.”

Bob Marley



ABSTRAK

Metode TPR (Total Physical Response) adalah salah satu metode pengajaran bahasa yang melibatkan ucapan dan tindakan. Pengajaran TPR berhubungan antara koordinasi perintah, ucapan dan gerak sehingga seorang anak lebih mudah untuk menguasai suatu bahasa dalam pembelajarannya. Dalam penelitian ini, peneliti menggunakan metode TPR dalam program ekstrakurikuler untuk mengembangkan pemahaman bahasa Inggris di salah satu SMP di Kota Pekalongan. Tujuan penelitian ini adalah untuk mengetahui tahapan dalam menggunakan metode TPR di ekstrakurikuler program untuk mengembangkan ilmu bahasa Inggris dan mengapa menggunakan metode TPR untuk mengembangkan ilmu bahasa Inggris di SMP tersebut. Pendekatan kualitatif studi kasus digunakan dalam penelitian ini. Partisipan penelitian ini adalah lima siswa dari kelas 7 dan satu guru ekstrakurikuler. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi. Hasil penelitian ini menunjukkan bahwa guru melakukan empat tahapan TPR dalam pembelajarannya, yaitu review, new command, role reversal, dan reading and write. Selain itu, dengan menerapkan metode TPR dapat mengembalikan fokus siswa dan pembelajaran menjadi menyenangkan. Pada penerapan metode TPR diketahui juga ternyata siswa tidak hanya merespon dengan gerakan fisik saja tetapi juga dengan respon ucapan. Data wawancara menunjukkan bahwa metode TPR sangat membantu guru dalam pembelajaran ekstrakurikuler program di karenakan berada di jam terakhir membuat guru kesulitan untuk memfokuskan kembali siswa, guru lebih kreatif dalam pembelajarannya serta membuat siswa lebih mudah mengetahui pengetahuan bahasa Inggris.

Kata kunci: *Metode Total Physical Response (TPR), Program Ekstrakurikuler, Kosakata.*

ABSTRACT

The TPR (Total Physical Response) method is a language teaching method that involves speech and action. TPR teaching is related to the coordination of commands, speech and movements so that it is easier for a child to master a language in his learning. In this research, researcher used the TPR method in an extracurricular program to develop understanding of English in one of the junior high schools in Pekalongan City. The aim of this research is to find out the stages in using the TPR method in extracurricular programs to develop English language knowledge and why use the TPR method to develop English language knowledge in junior high schools. A qualitative case study approach was used in this research. The participants in this research were five students from grade 7 and one extracurricular teacher. Data was collected through observation, interviews and documentation. The results of this research show that teachers carry out four stages of TPR in their learning, namely review, new command, role reversal, and reading and writing. Apart from that, applying the TPR method can restore student focus and make learning fun. When applying the TPR method, it was also discovered that students not only responded with physical movements but also with verbal responses. Interview data shows that the TPR method really helps teachers in extracurricular learning programs because being in the last hour makes it difficult for teachers to refocus students, teachers are more creative in their learning and makes it easier for students to gain knowledge of English.

Keywords: Total Physical Response (TPR) Method, Extracurricular Program, Vocabulary.



PREFACE

Praises and gratefulness are sent to Allah SWT who has poured His grace and His gift and bestowed me guidance, health, and patience so that the writing process of my thesis entitled **“The Steps of Total Physical Response in Extracurricular Program to Develop Junior High School Students’ English Vocabulary”** can be completed. It is submitted to the English Education Department, UIN K.H. Abdurrahman Wahid Pekalongan to fulfill one of the requirements of the Sarjana Pendidikan degree at the English Education Department of Faculty of Education and Teacher Training UIN K.H. Abdurrahman Wahid Pekalongan. This proposed study can be accomplished because of many supports of several people. Therefore, on this occasion, I would like to express my sincerest gratitude to:

1. Prof. Dr. H. Zaenal Mustakim, M.Ag., the rector of UIN K.H. Abdurrahman Wahid Pekalongan.
2. Prof. Dr. H. Moh. Sugeng Solehuddin, M.Ag., the dean of the Faculty of Education and Teacher Training of UIN K.H. Abdurrahman Wahid Pekalongan.
3. Ahmad Burhanuddin, M.A., the head of English Education Department, Faculty of Education and Teacher Training of UIN K.H. Abdurrahman Wahid Pekalongan.
4. Mrs. Nadia Faradhillah, M.A., my supervisor who has given me suggestions, guidance, and time in writing this thesis.
5. All lecturers and staff of English Education Department of UIN K.H. Abdurrahman Wahid Pekalongan who always give knowledge, support, and information.

6. My beloved parents who have given me endless support, prayer, encouragement, and advice in writing this thesis.
7. My partner who always accompanies and support me.
8. My best friends who hasstruggled through the journey together since the very beginning.
9. Everyone who had met and created any moment with me, you have given me a lot of lessons.

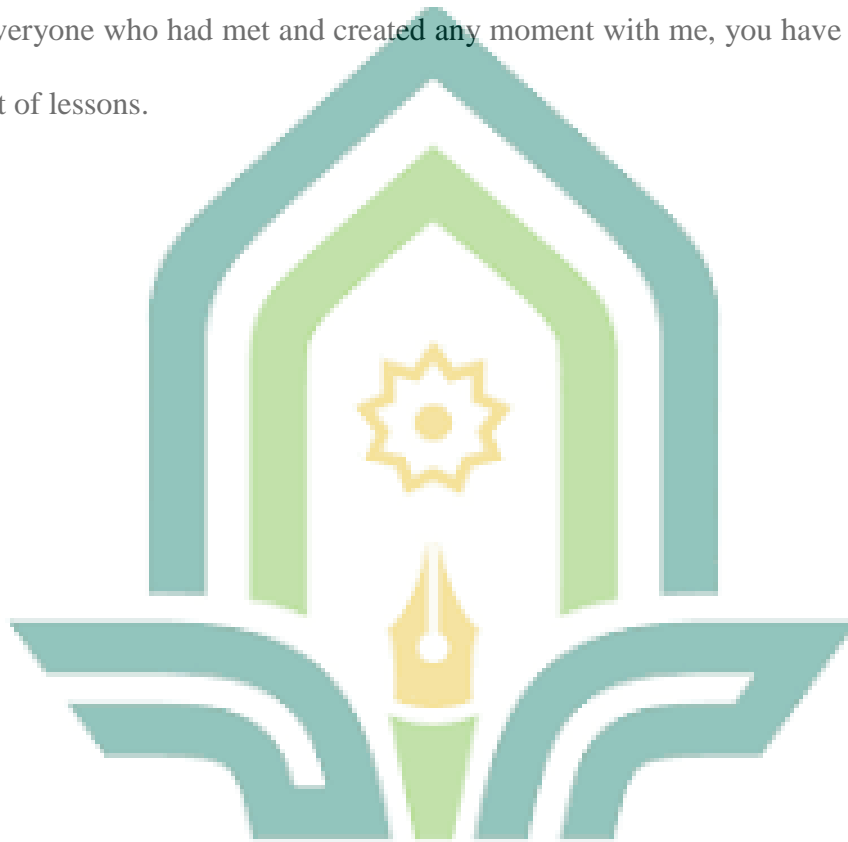
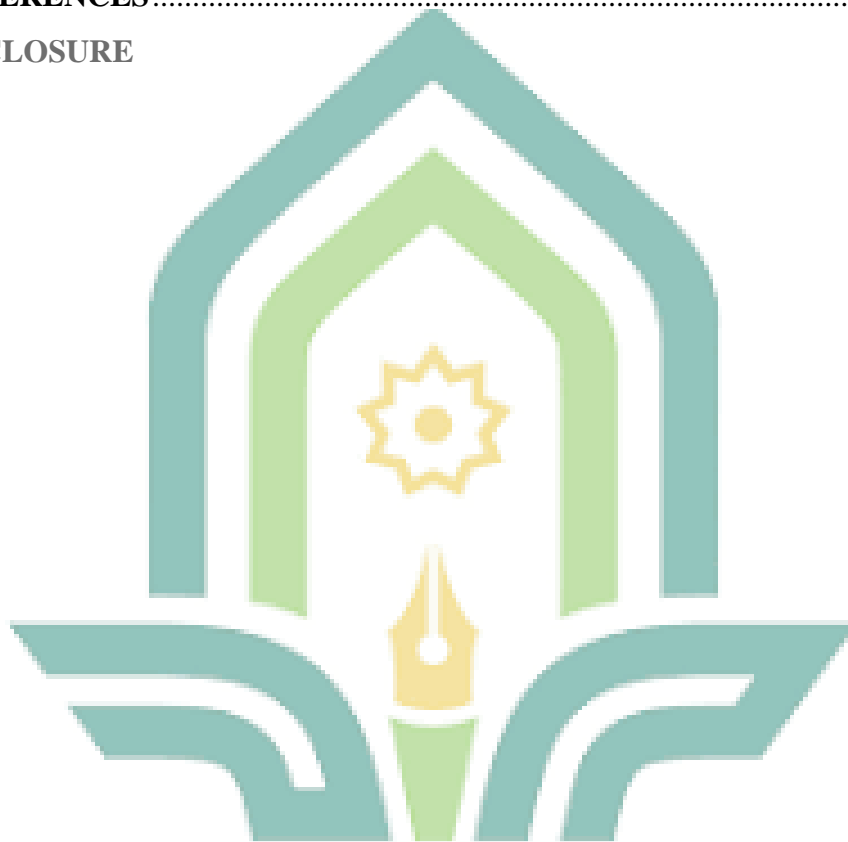


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CHAPTER 1

INTRODUCTION

1.1 Background of the Study

English is the language taught from elementary school to high school. English is taught in schools because of the importance of studying it as an international language. According to Rohmah (2019) because English is considered an international language, every citizen must learn it to be able to communicate with people around the world. However, curriculum changes made every five years have different effects. In the 2013 Curriculum, it is explained that the English subject is not removed, but is also not required for all elementary schools. English is not included in the group of required subjects, local content, or extracurriculars. Hence, this has resulted in many elementary schools not taking English as a subject. There are elementary schools that still include English in their curriculum. However, there are also elementary schools that do not include English subjects in their curriculum at all (Maili & Hestiningsih, 2017). This has an impact on students who continue their education in junior high school having difficulties in learning English because the students still lack knowledge of English.

In this case, the researcher chose an English extracurricular at one of the junior high schools in the city of Pekalongan for the research. Sosiden et al., (2021) state that Extracurricular activities are those that are scheduled outside of the regular school day and outside of curriculum-specified hours. Extracurricular activities done both inside and outside of the classroom to help

students become more well-rounded individuals by enhancing their knowledge, sharpening their abilities, and helping them internalize social norms and religious values from a range of local and global cultures. The researcher chose the extracurricular program because there were problems in learning such as extracurricular English learning in the last hour, students not knowing English before, etc. Extracurricular English activities during the last hours are a problem because it makes it difficult for teachers to condition the class, and also there is little energy left and the situation is less supportive, which makes students less focused in receiving English learning in the extracurricular.

Based on initial observation, the teacher always warms up vocabulary with movements according to its meaning, such as sit down with a sitting movement, stand up with a standing movement and look at me with a movement of two fingers facing his eyes. Therefore, researcher know that this learning uses the Total Physical Response (TPR) method. The TPR (Total Physical Response) method is a learning approach that combines what he sees, hears, and says through action. TPR is a language teaching approach that aims to teach language through physical activity and is based on the coordination of speech and action, according to Jack C. Richards and Theodore S. Rodgers' book. The book's statement regarding TPR aims to teach language through physical activity so that TPR can maintain students' initial motivation and curiosity because children's concentration is poor and they are easily distracted, teachers can use the TPR method for learning so that children can focus on the material provided by the teacher through a total physical response.

TPR can stimulate students to do what is instructed by the teacher because children generally have short concentration, especially in remembering vocabulary so make they like vocabulary because the teacher introduces the vocabulary using interesting methods (Yulianjani, 2018). Fahrurrozi (2017) stated that the TPR method places greater emphasis on command instructions that are easily understood by teachers and students because they are carried out with body movements. The TPR method can use images, videos, sounds with students' physical response actions. Therefore, the TPR method will really help extracurricular teachers in learning English to develop the vocabulary of junior high school students.

According to Muallimah and Usmaedi (2018), Language is basically an interactive communicative process which emphasizes the aspects of language that really determine success in the communication process. Alqahtani (2015) said that vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. Because conversation requires vocabulary, Raffinggi (2013) said that vocabulary is a collection of words used inside the language to talk. According to the definition given above, vocabulary is the complete of words that a person uses to communicate in a language that not everyone is familiar with because a person's vocabulary varies depending on what vocabulary they are competent. Vocabulary development is very necessary for students for educational and non-educational needs. Vocabulary development also makes it easier for students to interact or have conversations

using a foreign language, especially English. Without good vocabulary mastery, students cannot use language well and vocabulary development is very important for students' English learning process.

Good vocabulary mastery has an impact on good English and can help students compete and help them get jobs, scholarships and international relationships. Therefore, to improve speaking skills, mastery of English vocabulary in everyday life is very important. Johannes Wolfgang Von said that Those who know nothing about foreign languages, they know nothing about their own. We can see from Wolfgang's statement how important it is to master a foreign language other than your mother tongue or the national language of your own country (Handayani, 2016). To be able to master English well requires good vocabulary skills as well as the ability to avoid misunderstandings when using foreign languages or English.

Therefore, English is very needed for everyone, including students, workers and others. Having good command of English vocabulary makes us confident in expressing things in English. Previously, many researchers studied the use of the Total Physical Response (TPR) method in kindergartens or elementary schools, but research investigating the application of the TPR method in junior high school students was still very limited. Therefore, this research focused on student learning with teacher in extracurricular program using the TPR method to develop vocabulary in junior high schools. Thus, this research aims to use a TPR learning method that is fun to develop vocabulary and where teacher and students are both active in the extracurricular program.

1.2 Identification of the Problem

Based on the background of the study described above, the identification of the problem use as research is:

1. Teacher have difficulties teaching English in extracurricular programs because 7th grade students do not yet know a lot about English.,
2. Teacher have difficulties in managing the students because the extracurricular English is conducted in the last part of the students time schedule.,
3. Teacher needs methods that are not boring and involve physical action for students to focus on the lessons delivered by the teacher.

1.3 Limitation of the Problem

From identification the problems in this research, this research focused on the problems to be solved. This research focused on the steps of Total Physical Response (TPR) in extracurricular program

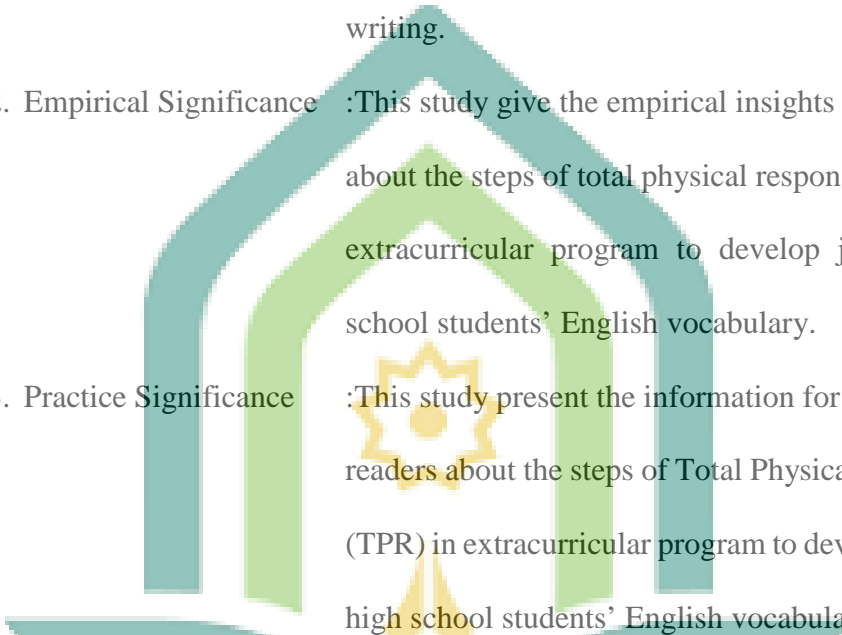
1.4 Formulation of the Problem

1. What the steps of Total Physical Response (TPR) in extracurricular program?
2. Why is TPR method used in extracurricular program?

1.5 Aims of the Study

The aim of this research to know the steps of Total Physical Response (TPR) and why is used the Total Physical Response (TPR) method in extracurricular programs

1.6 Significance of the Study

1. **Theoretical Significance** :This study contribute to Asher in Richards & Rodgers (2001) proposed a steps for used the Total Physical Response method in four stages, review, new command, role reversal and reading & writing.
 2. **Empirical Significance** :This study give the empirical insights about the steps of total physical response (TPR) in extracurricular program to develop junior high school students' English vocabulary.
 3. **Practice Significance** :This study present the information for the readers about the steps of Total Physical Response (TPR) in extracurricular program to develop junior high school students' English vocabulary.
- 

CHAPTER V

CONCLUSION

5.1 Summary of Findings

This research aims to find what the steps of Total Physical Response (TPR) in extracurricular program to develop junior high school students' English vocabulary and why the TPR method is used to develop junior high school students' English vocabulary. Researcher concluded that teacher used the TPR in four stages, namely review, new command, role reversal, and reading and writing in their learning. Meanwhile, used the TPR method really helps students to refocus on the material provided by the teacher, learning using the TPR method is very fun, not boring and vocabulary is easy to remember.

5.2 Recommendation

Based on the research that has been carried out and the conclusions that the researcher obtained, the researcher provides recommendations for future researchers who are interested in conducting similar research. For future researchers, it would be better if the participants were not only male students, but also female students. The research that has been conducted still has limited participants because it only uses participants from male students. Future research is expected to involve male and female students to find out more clearly the physical responses given by male and female students to teachers as well as teachers to students.

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