TEACHING ENGLISH BY USING TOTAL PHSYCAL RESPONSE (TPR) STRATEGY   IN 7TH GRADE AT MTS MIFTAHUL HUDA

THESIS

This Thesis is submitted to fulfill the requirement For 'Sarjana" degree of English Tadris Study Program

By

TRI SANTO

NIM : 16551048

ENGLISH TADRIS STUDY PROGRAM

FACULTY OF TARBIYAH

INSTITUTE COLLEGE FOR ISLAMIC STUDIES (IAIN)

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A P P R O V A L

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Name	:	Tri Santo
NIM	:	16551048
Department	:	English Study Program
Title	:	Teaching English By Using Total Physical Response (TPR) Strategy In 7th Grade at MTs Miftahul Huda

Has been examined by examining board of the English Study Program of Institute Agama Islam Negeri (IAIN) Curup, on :

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Has been received to fulfil partial requirements for the degree of Strata 1 in English Study Program of Education Tarbiyah Faculty IAIN Curup.

Examiners

Head

Dr. Eka Apriani, M.Pd
NIP. 199004032015032005

Secretary

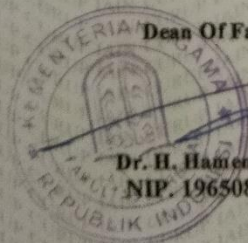**Jumatul Hidayah, M.Pd**
197802242002122002

Examiner I

Dr. Sakut Anshori, M.Hum
NIP. 198110202006041002

Examiner II

Heny Septia Utami, M.Pd
NIDN.2016098903

Dean Of Faculty Tarbiyah

Dr. H. Hamengkubuwono, M.Pd
NIP. 19650826 199903 1 001

Hal : Pengajuan Ujian Skripsi

Kepada
Yth. Bapak Rektor IAIN Curup
Di-

Curup

Assalamu'alaikum Wr.Wb

Setelah mengadakan pemeriksaan dan perbaikan seperlunya, maka kami berpendapat bahwa skripsi saudara:

Nama : Tri Santo

NIM : 16651048

Judul : Teaching English By Using Total Phsysical Response (TPR) Strategy in 7th Grade at MTs Miftahul Huda

Sudah dapat diajukan dalam sidang Munaqasah Institut Agama Islam Negeri (IAIN) Curup.Demikian surat pengajuan ini disampaikan. Atas perhatiannya kami mengucapkan terima kasih. Wa'alaikumussalam. Wr.Wb

Curup, Desember 2022

Pembimbing I   Pembimbing II

Jumatul Hidayah, M.Pd   **Dr. Eka Apriani, M.Pd**
NIP. 197802242002122002   NIP. 199004032015032005

STATEMENT OF OWNERSHIP
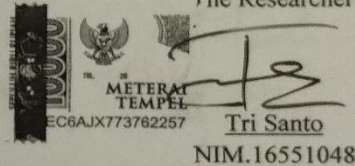
The writer who sign below :

Nama   : Tri Santo

NIM   : 16551048

Department   : Tarbiyah

Study Program   : English Study Program

Study that the thesis is entitled "Teaching English by Using Total Phsycal Response (TPR) Stratetgy in 7th Grade at MTs Miftahul Huda" is made truly, if in the next day there any mistake, the writer ready to responsibility and accept the punishment or other critism from IAIN suitable with is regulation.

<div align="right">

Curup, Desember 2022

The Researcher

<u>Tri Santo</u>

NIM.16551048

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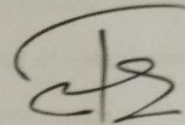
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PREFACE

All praise to Allah SWT that the writer had finally finished writing his thesis entitled **"Teaching English by Using Total Phsycal Response (TPR) Strategy in 7th Grade at MTs Miftahul Huda"**

This thesis submitted as a part of the completion for undergraduate degree of strata 1 (S1) in English Study Program of Institute College for Islamic Studies (IAIN) Curup. The writer realizes that this thesis is a far from being perfect in the future.

Curup, Desember 2022

The Researcher

Tri Santo
NIM.16551048

ACKNOWLEDGEMENT

Assalammu'alaikum Wr.Wb

In the name of Allah, the beneficent, the merciful, praise is to Allah, lord of universe. By the mercy, blessing and help of Allah only, she could possibly accomplish the writing of this humble thesis. May pray and peace is upon him the last prophet Muhammad, his family, companions and his followers.

Alhamdulillah, the researcher had finished this thesis entitled **Teaching English by Using Total Physical Response (TPR) Strategy in 7th Grade at MTs Miftahul Huda**. This thesis is presented in partial fulfillment of the requirement for the degree of strata 1 in English Tadris Study Program of IAIN Curup. In conducting this thesis, the writer received valuable contribution, guidance, helping, support, and also motivation from a lot of participations. In this chance, the writer would like to express the deepest appreciation to:
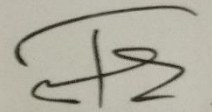
1. Mr. Prof. Dr. Idi Warsah, M.Pd.I as the Rector of IAIN Curup.

2. Mr. Dr. Hamengkubuwono, M.Pd as the Dean Faculty of Tarbiyah IAIN Curup

3. Mrs. Jumatul Hidayah, M.Pd as the Head of English Study Program IAIN Curup

4. My big thanks to Mrs. Jumatul Hidayah, M.Pd as my advisor and Mrs. Dr. Eka Apriani, M.Pd as co-advisor, who have given many correction, useful suggestion, and also guidance to complete this thesis. Thank you very much for the valuable time that spent to guide me finish this thesis.

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6. All lectures and staff of IAIN Curup the researcher would like to say thank you very much for them toward beneficial knowledge, insight and their unconditional supports.

The researcher realized this thesis still needs suggestions in order to make this thesis is more valuable. May Allah SWT gives the best reward and bless us. Amin ya robbal'alamin. Wassalamu'alaikum Wr.Wb.

Curup, Desember 2022

The Researcher

Tri Santo
NIM.16551048

MOTTO AND DEDICATION

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

Motto

"Alhamdulillah for everything I have"

"Always Be Yourself No Matter What They Say And Never Be Anyone Else Even If They Look Better Than You."

"Be Grateful for all that Allah has given because everyone has their own strengths and weaknesses."

Dedication

This thesis is dedicated to:

1. The greatest man in my life, he is my awesome father Puryadi alm and my wonderful mother Ani Kusmawati alm. Thanks for everything that you have given to me that i can't say by a word. BOTH OF YOU ARE MY EVERYTHING!! I LOVE YOU, May Allah gather us in Heaven.

2. My Beloved Sister Supiyanti and her husband Budi Lastoni, who always Support me through their prayers.

3. My beloved brother Supiyanto and his wife, who always give motivation in my life.

4. My Beloved Sister Sutarsih, who always be my support and believe in.

5. My beloved aunty Jum and wedi alm, Elok Nawangsih, M.Pd, Andika Syamsul, S.Kom and All of my family

6. My thesis partner Zain Irfan Hajar, S.Pd, Ratih Purwasih S.Pd, Sri Meilinda, S.Pd, Miss Nita, Miss Ana

7. My friends Altoma Wijaya, Andrian Junisa, S.P, Moh Luqman Hakim, M.Pd, Aditya Prasetya Tamsie, Amd. Yahya Setiawan, S.Pd, Yongki Yongsen, S.E, Jesika Tamara, S.Pd, Yoga Pratama Putra, S.E, Sigit Santoso, M.Pd, Hengky Irmawan, Barori, S.Pd, Gita Fitria, S.Pd,

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10. All of TBI students 2016.

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12. My beloved senior Anggini S.Pd, ustadzah Inggit, M.Pd, ustadzah Ella, S.Pd Ustadz Joko, S.Pd, Ustadzah Ani, Ustadzah Fadli, M.Pd, Yuniwati, S.Ag, Amelia, S.Pd, and my patner work in SMP Khoirul Ummah and SMAS Muhammadiyah

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Thanks a bunch to all people that always support me to finish my study that i can't mention one by one. **Without you all i'm nothing !!**

ABSTRACT

Santo, Tri, 2022. : Teaching English by Using Total Physical Response (TPR) Strategy in 7ᵗʰ Grade at MTs Miftahul Huda

Advisor : Jumatul Hidayah, M.Pd

Co-advisor : Dr. Eka Apriani, M.Pd

This thesis was teaching English at MTs Miftahul Huda, the objective of the research is to usage total physical response (TPR) strategy. Subject of the research are Students 7ᵗʰ Grade at MTs Miftahul Huda. This research is an experimental research, this research was conducted to obtain an overview of the effect of a given treatment on the learning outcomes of class VII students. The technique of collecting data were observation (observation), analysis sheets, and tests. The instrument of the research was pretest and posttest. The findings of this research shows that: The teacher had implemented these technique for learners. Based on collect of the data, it is known that the post-test scores are higher than the pre-test in this study. Then $0.000 < 0.05$ so that Ha is accepted and H0 is rejected. So it can be concluded that there is a significant influence between the use of the TPR method on the English learning outcomes of MTs Miftahul Huda students.Base on the data , total of 40 students the pretest scores were obtained. It is recognized that there are different qualifications. There were 35 students who got very good grades with a percentage of 87.5%. Students who get good grades are 5 people with a percentage of 12,5%. Then results, students before had treatment mean Score is 72,25 after treatment had 83,75.

Keyword: Teaching English, *Total Physical Response (TPR) Strategy, Teacher Teaching English in MTs Miftahul Huda*

TABLE OF CONTENT

CHAPTER I

INTRODUCTION

This chapter presents and discusses the background of the study, formulation of the problem, the purpose of the study, the limitations of the study, the significance of the study and the definition of key terms.

A. Background of the Research

Teaching English is just as important as learning English, because it is a process of teaching and learning. Someone get experience and knowledge to make their life better. According to Jerome.s. Burner as cited in M.User Usman and Lilis Setiawati, "Teaching is the supply of idea, the problems or the knowledge as sample, so that the students can understand."[1] In the other hand, Douglas Brown states that teaching are to show or help someone in learn the way to do something, give instruction, guide in assessment something, prepare knowledge, make someone know or understand.[2]

English at Junior High School is a local content subject that must study by the student from grade VII until grade IX at Junior High School Miftahul Huda Kosgoro, Musi Rawas. The difficulty encounter by the students in learning new words during learning process is the teacher's responsibility in providing English teaching.[3] Thus, the teacher should supply classroom instructions or stimulate the interest of students. In other words, the teacher should creative in order to help

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[1] M. User usman dan lilis setiawati, *Upaya Optimalisasi Kegiatan Belajar Mengajar,* (Bandung :PT Remaja Rosadakarya, 1993), P.5.
[2] Douglas Brown, *Prinsip Pembelajaran dan pengajaran bahasa.terj. Noor Cholis dan Yusi Avianto Pareanom.* (California : Longman,2008), Edisi 5,p.8
[3] Schmitt, Norbert. 2000. *Vocabulary in Language Teaching.* Cambridge: Cambridge Universityb Press.

students remember new vocabulary. The dictionary is simple and straightforward. Teachers also use the best way to help students understand English.

Based on the observation the grade VII Junior High School Miftahul Huda Kosgoro, Musi Rawas administered by the teacher I the first semester, most of the students still have difficulty in remembering using new vocabulary that make them unable to identify the meaning. The students also get difficulty to spell English words and to use appropriate words into sentences. They also have low attention and participation while they are studying English. It can be proved when they were given some exercise in work book, only few of them could finish their exercise. Moreover, the direct observation previously done in class when the teacher reviewed the lesson by giving them some questions concerning the vocabulary formerly taught, only few students could answer them and the others tended to keep silent.

From the observation of the students' ability above, it seems that a great number the students still have problem in mastering vocabulary. They still have difficulties to understand the new English words that they are not familiar. In this case, they do not only tend to be passive in teaching and learning activities, but also feel bore to study English.

The problems face by the grade VII MTs Miftahul Huda Kosgoro, Musi Rawas are caused by several factors. One of them is the teaching technique in classroom normally employed by the teacher does not work very well that only focuses on English book or pictures from the book and doing exercise in book. This activity causes to be monotonous and not interesting for the students. As a result,

the students have difficulty in developing themselves in teaching and learning vocabulary.

However, the most demanding role of a teacher as an educator, motivator and facilitator is to use effective teaching methods, especially in developing students' vocabulary. On the other hand, teachers need to be creative in teaching vocabulary to motivate, motivate and facilitate the daily use of English by students.

In addition, classroom instruction and learning activities are very important for students to acquire vocabulary. Activities should make useful contributions to improving students' vocabulary, especially vocabulary. For this reason, teachers are committed to creating a good learning environment, using vocabulary, strategies, methods, media and related materials appropriate for student performance. The implementation of this strategy was carried out because the nuances of the Islamic school were still thick, with a learning system and a curriculum that used more Arabic language, making students think that learning English was a normal thing and not very interesting. They are more likely to like Arabic and Japanese lessons. They plan after graduating they want to be a hafidz or go to school in Turkey, Egypt, Syria and others. Then he must be able to prepare Arabic language lessons well. Both in terms of speaking and writing. In addition, children also learn Japanese in which a number of Islamic school collaborate with foreign parties so that when they are finished children can take the test to continue or work in the land of cherry blossoms. The concern of the teacher will be the importance of learning English. And want them to like and easily learn English. So the Researcher will uses the TPR strategy so that children quickly learn English.

As mentioned above, to overcome the problems faced by the students the researcher would teaching English by using TPR strategy at grade VII of junior High School Miftahul Huda Kosgoro, Musi Rawas. That will make students interest in learning English. It gives a way to make teaching english easily and effectively. And can help the students to improve their vocabulary building skills as well as bring the better of learning English.

B. Research Questions

Based on the background above, the research question in this research are as follows:

1. How is the Teaching English by Using Total Physical Response Strategy at 7th grade students at MTs MIFTAHUL HUDA ?

2. What is benefit Teaching English by Using Total Physical Response Strategy at 7th grade students at MTs MIFTAHUL HUDA ?

C. Objectives of the Research

Based on the research questions above, the objectives of the research are as follows:

1. To know Teaching English by Using Total Physical Response Strategy at 7th grade students at MTs MIFTAHUL HUDA

2.   To find out the benefits teaching English using Total Physical Response (TPR) Strategy at 7th grade students at MTs MIFTAHUL HUDA

D. Delimitation of the Research

The Researcher delimit this research to get more specific data. In this research, the research focused on the area teaching English using total physical response

(TPR) Strategy. This study focused on the time limit to address the issue of inadequate teaching methods, which previously focused only on books and pictures in English, and the field of research related to identifying the above issues. Therefore, researchers understand that implementing the TPR strategy is the best way to teaching English.

E. Definition of the key term

This part provides the definition of key terms. They are as follows:

1. Teaching English

Teaching English is just as important as learning English, because it is a process of teaching and learning. Someone get experience and knowledge to make their life better. According to Jerome.s. Burner as cited in M.User Usman and Lilis Setiawati, "Teaching is the supply of idea, the problems or the knowledge as sample, so that the students can understand."[4] In the other hand, Douglas Brown states that teaching are to show or help someone in learn the way to do something, give instruction, guide in assessment something, prepare knowledge, make someone know or understand.[5]

2. Total Physical Response (TPR) Strategy

TPR According Richards J in his book Approaches and Methods in Language Teaching, TPR is:

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[4] M. User usman dan lilis setiawati, *Upaya Optimalisasi Kegiatan Belajar Mengajar,* (Bandung :PT Remaja Rosadakarya, 1993), P.5.
[5] Douglas Brown, *Prinsip Pembelajaran dan pengajaran bahasa.terj. Noor Cholis dan Yusi Avianto Pareanom.* (Califormia : Longman,2008), Edisi 5,p.8

"a language teaching method built around the coordination of speech and action. It attempts to teach language through physical (motor) activity".[6]

So TPR is a method to learn language that have command, speech and action and try to teach language from physical activity.

E. Significance of the research

In fact, I hope that there will be improvements and changes in each study. In theory, this study could be used as a first to improve teachers' use of English language teaching strategies. This study can also serve as a reference for other researchers to learn about how teachers use TPR to teach English.

1. For Education Institution

The results of this study are expected to arouse interest in the quality of education, especially in learning and teaching English.

2. For Students

This study is expected to provide information on future language teaching strategies, providing insights and information on teachers' use of TPR for English language learning.

3. The Researcher

Researchers from this finding are expected to be a reference for other researchers who are interested in researching this interest in learning english, because this is part of teaching English, especially use TPR strategy.

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[6]Musmuliadi,https://musmuliadi.wordpress.com/2010/04/01/total-physical-response-method/. Accessed at 10 januari 2017

4. For The Readers

We hope that this study will be easier and more informative for the readers of this study and we hope that the section "Using TPR strategies for teaching English" provides useful information so that in the future everyone can choose the best learning strategy. and learning.desire. Show interest in English. Foreign language. Language after reading this study.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provides an overview of related theories and an overview of related concepts. Assessment of relevant theories includes general physical response strategies (TPR). A review of the relevant findings also refers to a discussion of the findings of previous studies related to the use of TPR.

A. Review of Related Theories

1. Total Physical Response

a. Definition of a general physical reaction

TPR is a doctor. James Asher, a professor of psychology at San Jose State University who understands a new language before speaking, writing, and reading, is like a child learning a new language. TPR is based on the assumption that the human brain has a biological program to master all the natural languages of the world, including sign language for the deaf. This process takes place when your baby notices how he perceives his mother tongue. "Asher reasoned that the fastest, least stressful way to achieve understanding of any target language is to follow directions uttered by the instructor (without native language translation)".

Total Response (TPR) - a language learning strategy based on speech and action coordination; He tries to learn the language through physical (movement) actions. TPR is related to the "theory of tracking" memory in psychology. This theory states that the more frequently or intensely the memory connection is tracked, the stronger the memory connection and the more likely it is to be remembered. Withdrawal may be combined with oral activity (eg by cardiac

repetition) and / or motor activity. Combined control activities, such as verbal and motor activities, increase the chances of successful recall.[7]

Physical response is a language learning strategy that uses physical movement to respond to verbal input, reducing student inhibition, and reducing emotional filters. This allows students to respond to language without thinking too much, provides long-term memory, and reduces students' anxiety and stress. General Body Response (TPR) involves listening to and responding to student commands given by the teacher, such as "sit down" and "walk," and the complexity of these commands over time as the class learns more and more languages. This will increase. A student's speech is delayed, and as soon as the student shows that he is ready to speak, give orders to the others first.

    b.General principles of physical reaction

  1. Observing an action

  2. Delaying speech and reducingStres

  3. Listening ability should bedeveloped before speaking

  4. Second language learning isparallel to first language learningor should be reflected the samenaturalistic process.

  5. Speaking ability developsnaturally[8]

        From explanation above, it can be concluded Elementary school students can improve their skills by giving them complete body reactions that help them

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[7] Richards C, Jack and S. Rodgers, 1986. *Approaches and Strategys inLanguage Teaching.* Cambridge: Cambridge University Press.
[8]Setiyadi, A. B. 2006b. *Teaching Englishas a foreign language*.Yogyakarta. Graha Ilmu

better understand English. Asher also proposed three main ideas that reflect the overall physical response strategy:

a) Spoken laguage understanding should be developed in the speaking activity.

b) Comprehension and memory properly obtained through the student body movement in response to the answere or give commands. Imperative form of language is a powerfull tool for manipulating the behavior of students and guiding them toward insight through abmotion or action.

c) Student should never force to speak before they are ready. We recommend that neutralized the target language, then spoken will emerge naturally.[9]

So, from the three suggestion of Asher we know about how the student developt their activity in speaking by using body movement in response and the teacher command in learning language without force when they are not ready to speak yet.

c. The purpose of general body reactions

Strategies should be developed to achieve better learning objectives in the teaching or learning process. TPR is designed to achieve good results in learning a new language. TPR believes that it is important for students to enjoy the experience while learning a foreign language. According to Larsen-Freeman, TPR is designed

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[9]Henry Guntur Tarigan, 1991, Metodologi Pelajaran Bahasa I, Angkasa Bintang, Bandung :p.149

to reduce people's stress when learning a foreign language, thus encouraging students to continue their education beyond their original level.[10]

Ricard and Roger say that the common purpose of general bodily reactions is to teach speech at an early stage. Understanding is a means to an end, and the ultimate goal is to teach basic speaking skills. TPR aims to develop students who can communicate with native speakers in a clear and discreet way.[11]

1. TPR was developing in order to improve the better result of teaching learning process of a new language.
2. Teaching oral skills at elementary level.
3. Use your understanding as a means of speaking.
4. Use action-based practice in a commanding atmosphere.
5. Students can reduce the stress of learning languages.

Also, learning a new language through TPR was one of the results of the improvement. When things go wrong, students reduce stress in the classroom. Here you can enjoy the experience with a few tools.

d. the role of teachers and students in TPR and textbooks

1) The role of the teacher

The teacher plays an active and direct role in the general reaction of the body. Director - theater director, student class actor. Even if they are different

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[10]Diane Larsen-Freeman, *Techniques and Principles In Language Teaching,* Oxford University Prees. P. 113
[11]Jack Richards and Rodgers, *log. cit* 1986.P

students, teachers should use the same teaching strategies. The teacher decides what to teach, introduces and models new material and selects the aids to use in class.

2) The role of the student

Each student in Total Physical Response plays an important role as a listener and performer. They listen carefully and physically respond to the teacher's commands. Students have little influence on the content of the class, as the content is determined by the teacher, who must follow the instructional format of the class.

According to Larsen and Freeman, students imitate nonverbal models of teachers. Individual students will have role changes to guide teachers and other students. At TPR, students monitor and evaluate their achievements. We encourage you to speak up when you feel ready to use the course.

3. The role of textbooks

Normally, there is no body in the body's normal reaction process. Materiality and realism play an increasingly important role. However, for the absolute beginners in the later stages of learning, the teacher's voice, actions and gestures can be found in books, pens, mugs and furniture. During the course, the teacher must create or collect auxiliary materials to support the learning points. These may include images, reality, sliders, and word charts[12].

e. The Characteristics of general physical reactions

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[12]Richard and Rogers. Op. Cit. p.115

Before researchers can implement a TPR language teaching strategy, teachers need to understand the details of this strategy. For TPR, Ommagio lists the TPR features as follows[13]:

1) Students respond under the supervision of the teacher.

2) Before speaking, the concept of spoken language must be formed.

3) Comprehension and memory are best achieved when the student's body is moved in response to commands

4) Listening and body reaction skills are more important than speaking

5) Students   should not be   forced to speak until they   are   ready.   Because spoken language is natural, speech occurs naturally

6) Underline the grammar and vocabulary of other long sentences. Words are more important than words

7) Introduce humopur into the classroom whenever possible to make it easier for students to learn the language.

General body reactions are ideal for some students with disabilities. They are always difficult students to learn, but in this personality the student acts in response. Teachers directly motivate learning. For example, only students who say "touch" but know what the teacher says.

f. Teaching Content of TPR strategy

1. Procedure of TPR

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[13]Ommagio, 1986, http://www. English raven.com/strategy TPR. Html Accessed on 08 November 2016

According to Fei[14], there are some steps of teaching by using TPR strategy as in the following: First, the teacher gives instructions and performs the actions of the body accordingly. Students just have to listen and see. Second, the teacher gives instructions and physical activity, and the student does what the teacher does. Third, the teacher gives instructions without doing anything, and the students engage in physical activity according to the teacher's instructions. Finally, some students give instructions, and others do physical activities individually or with the help of a teacher. In TPR sessions, most of the time is spent on instructional exercises provided by the instructor on command. Students respond to these commands with physical activity. In addition to the mandatory exercises, teachers play role-playing games, games and slide shows.

2. TPR. model of education

Combining TPR and dictionary It is difficult for young students to master the grammatical structure of a language. Teachers need to be aware of this and use TPR theory to master their students' vocabulary. For example, when a teacher teaches vocabulary such as walking, running, and stopping, physical activity can be used to help students understand the meaning of this dictionary. I like to play in combination with TPR Game Kids. In TPR classes, teachers develop a variety of games to engage students and motivate them to read effectively. By combining TPR with Drawing, you can make a visual impression on your students. Teachers can use drawing activities in class. For example, in the revision section, the teacher asks

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[14] Wu Fei（2012, On the Application of TPR to Elementary English Teaching, Northern Literature, Vol.7, pp183

the students to write on the board what the dictionary means. The integration of TPR and Music Music always creates a comfortable and easy learning environment. Teachers combine music and classroom content. Students can sing and dance to music. In this case, the meaning of the educational material is easy to understand. Combination of TPR and role play Children have good results. Teachers plan a series of scenes based on everyday life in which students can play their roles. Real-world situations improve students' memory for new content. [15]

g. General lesson instructions in TPR

The best way you can start the lesson is to keep following instructions which help studentsnot only to fix new vocabulary but also to preteach the new set which as Dr.Asherclaims should contain 12 to 36 new items depending upon the size of the group and thestage of training.

1. Sit in front of the class and place 2 chairs on the right and 2 chairs on the left.

2. Ask 4 volunteers to come to the front of the classroom and examine the chairs and groups they have set up. They will be the first actors to repeat everything you do.

3. For example, if you give the "stop" command and act immediately on your own, 4 volunteers will follow. Then give another instruction, such as "stay," and instruct the students to do the same. Repeat several times.

4. Give an order to the whole group and stay or stay. Repeat several times.

5. Change into a 4-member group and repeat without doing it alone.

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[15]Yin Que.2016. *International Journal of Arts and Commerce. ISSN 1929-7106. Vol. 5 No. 7 October 2016.* P. 20

6. Repeat this procedure with the whole class. Encourage them by saying "very welldone, children, you can understand English now."

7. Go through the whole process with a new command "touch" and add vocabulary ofparts of the body. You can vary, repeat and switch the commands from the group ofvolunteers to the whole class or calling individual volunteers to act out the instruction.

8. On the next lesson review the learned commands by the same way or you can allowthe capable students to model and instruct the action instead of you.

9. Each lesson review several words from previous lessons in combination with the newmaterial. You can add whatever vocabulary area you need students to know. You will soon see how much can students remember.[16]

Therefore, some steps can be used in typical physical impact assessments. This is good for beginners. Because I like the class using this strategy.

h. The advantages of using total physical response

TPR has several advantages and disadvantages [17]:

1) Very interesting. Students love it, and this strategy can be a real hassle in the classroom. Increases speed and mood.

2) It will be very memorable. This helps students to recognize a sentence or word.

3) It is suitable for kinesthetic students who need to actively participate in class.

4) Can be used in both large and small classes. In this case, no matter how many students you have, students will follow when you are ready to burn.

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[16]ELIZABETH, Claire.1988. ESL teachers activities kit : New Jersey: Prentice Hall.138 s. Recent advances in library and information services. ISBN 0-13-283979-2.
[17] Handoyo Puji Widodo. (2005). Teaching children using a Physical Response (TPR) Strategy;Rethinking .jember:Politeknik Negeri Jember. Pdf, P:238

5) Works well with mixed skill classes. Physical activity effectively communicates meaning so that all students can understand and use the target language.

6) You do not need many preparations or materials to use TPR. So, if you know what you want to practice (pre-rehearsal can be helpful), it won't take long to get ready.

7) Very effective for teenagers and young students. And

8) Includes research on the left and right brain.

From some advantages above, the student can reduce their strees and it will be enjoy in the class when they are in learning English process. Because English lesson for student is still difficult. It is very fabulous for student beacuse there are a lot of advantage. They are enjoy and fun in the class. Futhermore, in words has very memorable active in the class. When they are in works use mixed ability class and can apply in three student can combine with mixed ability here. But not all students can use mixed ability. They use one ability on student own characteristic.

This strategy very effective because it is not to need to have a lot of preparation or material. Easy for student or their teacher in learning process. It is not It takes a long time to prepare, because teenagers and young learners can share it so effectively. for elementary school

i. Disadvantages of common physical reactions

In addition to these advantages, TPR also has disadvantages. among them:[18]

1. These things can be embarrassing for students who are unfamiliar with them. At first, it may be when the teachers are willing to take action and the students feel happy during the transfer. Also, students do not have to sit in groups to complete the entire lesson. This pleasure is offered only to the teacher.

2. Suitable for beginners only. It is clear that it is much more useful at a lower level, but the target language responds to such behaviors, but can be used successfully at intermediate and advanced levels. It is very important to adjust the language accordingly. For example, TPR could be used for "etiquette" (rubbing, fighting, toe) in high school and cooking words (tapping, mixing, zring) in high school

3. Suitable for beginners only. It is clear that it is much more useful at a lower level, but the target language responds to such behaviors, but can be used successfully at intermediate and advanced levels. It is very important to adjust the language accordingly. For example, TPR could be used for "etiquette" (rubbing, fighting, toe) in high school and cooking words (tapping, mixing, zring) in high school.

4. TPR is often effective in the classroom, but it has its disadvantages. One of these strategic shortcomings is that teachers have difficulty mastering abstract vocabulary or expressions when using TPR in the classroom. As a medicine, the teacher can write this word on a picture card. Another disadvantage is that TPR can be ineffective if teachers use TPR for a long time without interfering with

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[18]Puji Handoyo Widodo, 2005. Skripsi Teaching Children Using a Total Physical Response (TPR) Strategy: *Rethinkin.* in *Bahasa Dan Seni,* Tahun 33, Nomor 2, Agustus.pdf. P.240 asseced on 20th January 2017.

other activities that help teach the language they teach. Because TPR is largely made up of commands, it ignores narrative, narrative, and linguistic forms.

B. Review of Related Findings

He is one of the leading researchers implementing total physical response strategies in English language learning. Using Common Body Reaction Strategies When Teaching English with Niken Nugrahaningsih (2006/2007) SDN Tajuk 1 Getasan kAb. Semarang). The discussion of the study is aim to answer the question : is the total physical response strategy more effective in improving student' achievement in English learning preposition. In order to achieve the objective of this study was the fifth graders of SDN Tajuk 1 Getasan. Kab. Semarang. The number of this subject was 33 students. The result of the study showed that the students' progress in mastering English preposition during the teaching learning activity by using total physical response strategy was good and the students' achievement in English preposition improved.[19]

Sugito, in zijn onderzoeker getiteld «Education to listen to 4th grade students using general physical activity strategies (SDN Jingotan Kembang Jepara 4th grade situation for the 2004-2005 school year)". In this reaerch is aimed to know: the extent of Auditory comprehension of students 'understanding of teaching and learning through the use of general body response strategies and students' attitudes toward teaching and learning. In the teaching and learning process, teachers need to provide a perspective to help students understand the material

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[19]Niken Nugrahaningsih (2006/2007), *The Use Of Total Phsycal Response Strategy in English Prepotion Taching (to fith grade students of the academic year 2006/2007 SDN Tajuk 1 Getasan Kab. Semarang).* Unpublished Unersity State Semarang

presented. Most importantly, teachers need to avoid barriers to learning, which can lead to high anxiety or low motivation. And that requires a positive strategy.[20]

Eka Febrianti " Teaching methods for English students behind (G.I. Mataram SLB Middle School (Musirawas)). This study used a qualitative study.'' The aim of this study is to become an English teacher for students with physical disabilities, mental retardation and visual impairments. The results of this study are about teaching English. First, for students with disabilities, the teacher used speaking techniques, answered questions, and memorized vocabulary. Second, when teaching English to students with mental disabilities, teachers use speaking skills and answer questions. The latter uses language skills, answering sessions and questions and answers to teach blind students.[21]

Samir, Sri Nurjasmini conducted a research entitle " The use of Total Physical Response (TPR) Method in Teaching Pronunciation of Command Words at the Second Year of MTsN 408 Binamu Jeneponto". The tool of this study was a pronunciation test in English. The researchers suggested that the General Physical Response (TPR) method is effective in teaching commands. In fact, according to Asher, TPR allows students to feel free, not only because they fit the natural sequence and language of learning, but also because they do not have to make statements in language.

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[20]Sugito, *Teaching Listening to the Fourth Graders of Elementary School Student by Using the Total Physical Response strategy (a case of fourth graders of SDN Jinggotan Kembang Jepara in Academic year of 2004-2005)*. Unpublished Semarang States University. Semarang

[21]Eka Febriyanti's Thesis, *Teacher Technique In Teaching English To Retarded Students study case at SLB Junior High School GI Mataram (Musirawas) Academic Year 2013-2014)*

Based on the description of some of the above studies, in this study the authors focus on the implementation of the TPR strategy.

CHAPTER III

METHODOLOGY OF THE RESEARCH

This chapter describes the methods used to conduct the study. It consists of types of research, research topics, data collection techniques, research tools and data analysis techniques.

A. Kind of The Research

This research is an experimental research, this research was conducted to obtain an overview of the effect of a given treatment on the learning outcomes of class VII students. The type of research carried out is experimental research. This experimental research is intended to test a hypothesis.[22] are there any benefits of teaching English using Total Physical Response (TRP) to students when learning English. The hypothesis can be accepted (truth tested), but can also be rejected (truth not proven). acceptance or rejection of the hypothesis, reflects more of an experiment than a certainty[23]. The approach taken by this research uses a quantitative approach. The reason for using this approach is that the data obtained from the research is in the form of numbers which will be presented according to the results of observations during the research. This study uses the Pre-Experimental Designs One Group Pretest-posttest design. According to Sugiyono Pre-Experimental Designs experimental results are the dependent variable that is not solely influenced by independent variables[24]. This can happen because there is no control variable, and the sample is not randomly selected. In the One-Group Pretest-posttest design, there is a pretest before being given treatment. Thus the

[22] Jack R. Fraenkel, Noman E. Wallen, *How to Design and Evaluate Research and Education: Seventh Edition,* (New York: MeGraw Hill,2009. P. 442)
[23] (Sugiyono: 2010)
[24] (2015: 109)

results of the treatment can be known more accurately, because it can be compared with the conditions before being given treatment and after being given treatment. In the actual study, the effect of the treatment was analyzed using a different test, using the t-test statistic. Based on the form of the experimental design that has been described, this study used the One-Group Pretest-posttest design[25].

Rancangan Penelitian

$$O_1XO_2$$

Keterangan:

O1 = nilai pretest (sebelum diberi perlakuan)

O2 = nilai postest (sesudah diberi perlakauan)

B. Subject of The Research

The research was conducted at MTs Miftahul Huda. Subject of the research are 45 students in 7th Grade MTs Miftahul Huda years 2022. The learning time is adjusted to the lesson schedule at MTs Miftahul Huda specifically for English subjects, Pretest Treatment Giving 25 multiple choice questions at the beginning of the meeting to class VII students at MTs Miftahul Huda, after a joint decision from the Principal and senior English teachers, we use Total Phsycal Response (TPR) in

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[25] (2015:112)

teaching English which is held 1x meeting a week with a time of 40 minutes x 2/meeting.

C. Technique of Collecting Data

1. Population and sampel

According to Sugiyono population is a generalization consisting of objects or subjects that have certain qualities and characteristics determined by researchers to be studied and then conclusions drawn. Population is not only people, but also objects and other natural objects. The population is also not just the amount that exists in the object or subject being studied, but includes all the characteristics or properties possessed by the subject or object. The population in this research is class VII students of MTs Miftahul Huda in the even semester of the 2022 academic year with a total of 45 students. The reason for choosing class VII in this study was the consideration of the school principal. The sample is part of the population which is "representative" of the population, while Arikunto states that "if the subject is less than 100 then all are taken so that the research is a population study. If the subject is large, it can be taken between 5-10% or 20-25%. Based on this opinion, because the population is less than 100, the sampling technique in this study is total sampling. Total sampling is a sampling technique where the number of samples is equal to the total population Arikunto . From a population of 45 students the researcher took all 45 class VII students to serve as samples but at the time of the study only 40 students took part in the learning during the research and 5 other students did not enter without explanation, while selecting samples in class VII at MTs Miftahul Huda District because during the initial observation on September

9th 2022 the researchers found problems in class VII including low student English learning outcomes, out of a total of 45 students with KKM 75 only 13 students completed.

2. Procedure of the Research

The procedures carried out in this study included 2 stages, namely the pre-experimental stage and the experimental stage of research implementation, and the final stage.

1. Pre-Experimental Stage Prior to the experiment, the non-experimental variables carried by the subjects were examined which were expected to influence the results of the study, namely students' initial abilities. To find out this initial knowledge, a test was first carried out using a test (pretest) on the Civics subject on Reactions to Joint Decisions. The value obtained through this test is used as a comparison of students' initial abilities before being treated with student learning outcomes after being treated with the Total Physical Response (TPR) learning model.

2. Experimental Stage

a. The preparation stage for the implementation of the experiment The experimental preparation stage serves to prepare everything related to the experiment such as making a Learning Implementation Plan (RPP), preparing the space, learning time and the media used.

b. Experimental implementation stage This stage is in the form of giving treatment using the Total Physical Response (TPR) learning model. In accordance with the Learning Implementation Plan (RPP) that was made in the pre-experimental stage.

c. Post Test Stage This stage is the stage of measuring the treatment that has been given by giving tests to students. This test is used to determine the differences caused by the treatment. The pretest and posttest value data were then processed using the Paired-Sample t-Test comparison test. The results of the comparative test are used to determine whether there is a significant benefit in learning English using the Total Physical Response (TPR) learning model.

3. **Thechnique of Data Analysis**

This study uses three data collection techniques, namely by observation (observation), analysis sheets, and tests. First is observation, researchers make observations to obtain information about student learning activities and the geographical location of the school. The second is an analysis sheet, the researcher uses an analysis sheet of monitoring the learning implementation plan (RPP) and the implementation of the learning strategy to find out the implementation of the Total Physical Response (TPR) learning strategy. The third is the test, the technique of giving tests in this study uses a pretest before being given treatment then given a posttest after being given treatment which is used to obtain data on students' English learning outcomes before being given treatment and after being given treatment in English lessons using the Total Phsycal Response Strategy (TPR). Things that must be considered in data collection are as follows:

1. Research variable

    In this study involved two variables, namely:

    a. Independent variable

Sugiyono independent variable (free), namely the variable that influences or causes the change or the emergence of the dependent (bound) variable. This variable is symbolized by the letter X. In this study the Total Physical Response (TPR) learning strategy as an independent variable.

b. Dependent Variable

Sugiyono the dependent variable is the variable that is affected or is the result, because of the independent variables. This variable is symbolized by the letter O. In this study, learning outcomes are the dependent variable.

2. Data source

Sources of data from this study are: a. Students, students who are the research sample to obtain information about the results of learning English b. Teacher, the data obtained from the teacher is information about the initial state of students before the research, school conditions, and as a correction in learning.

3. Research Instruments

The instruments in this study were the pretest and posttest with material on reactions to joint decisions, while the indicators were based on the existing RPP. The test used is multiple choice with 4 alternative answers as many as 25 questions. The test questions before being used to retrieve data were tested first by testing the validity and reliability tests. The lattice of the English learning outcomes test instrument is as follows:

Table Grids of Instruments for Pretest and Posttest Questions

Mapel/ Materi	Kompetensi Dasar	Indikator Pencapain Kompetensi
Prohibition and Instruction	3.3 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan must, should)	3.3.1 Mengidentifikasi ungkapan memberikan instruksi atau perintah. 3.3.2 Mengidentifikasi ungkapan untuk merespons instruksi atau perintah. 3.3.3 Mengidentifikasi ungkapan untuk melarang seseorang melakukan sesuatu.
Will you come to my party ?	3.4 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyuruh, mengajak, meminta ijin, serta menanggapinya, sesuai dengan konteks penggunaannya	

	4.4 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyuruh, mengajak, meminta ijin, dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	4.4.1Menggunakan ungkapan mengajak seseorang secara lisan. 4.4.2Menggunakan ungkapan untuk merespons ajakan. 4.4.3Menggunakan ungkapan untuk meminta ijin secara lisan. 4.4.4Menggunakan ungkapan untuk merespons permintaan ijin secara lisan.
Congratulations	3.5Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk greeting card, dengan memberi dan meminta informasi terkait dengan hari-hari spesial, sesuai dengan konteks penggunaannya	3.5.1 Mencermati dan menemukan perbedaan dan persamaan dari beberapa *greeting card* untuk hari spesial tertentu. 3.5.2 Mengidentifikasi unsur kebahasaan yang ada dalam *greeting card.* 3.5.3.Mengidentifikasi informasi rinci dalam *greeting card.*

	4.5 Menyusun teks khusus dalam bentuk greeting card, sangat pendek dan sederhana, terkait hari-hari spesial dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	4.5.1 Menyusun kalimat acak dalam pernyataan yng ada pada *greeting card.* 4.5.2 Membuat *greeting card* terkait hari istimewa yang relevan dengan peserta didik saat itu.
There are many people	3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan there is/are).	3.6.1 Mengidentifikasi jenis-jenis *quantifier.* 3.6.2 Melengkapi pernyataan menggunakan *quantifiers* yang tepat. 3.6.3 Membuat frasa yang tepat dengan menggunakan *quantifiers* yang tepat.
	4.6. Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan	4.6.1 Menulis kalimat dengan menggunakan *quantifiers* untuk memberi informasi terkait keberadaan orang, benda, binatang.

	memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	

1. Test Instrument

Instrument trials were conducted to determine the validity and reliability of an instrument before the instrument was used for data collection. The instrument being tested was a multiple choice test instrument with 4 alternative answers of 25 questions. Instrument trials in the form of reaction tests (material) were carried out at MTs Miftahul Huda in class VII students with 40 students participating. Each test is described in outline as follows:

a. Test Validity Test

An evaluation tool is called valid (valid or valid) if the tool is able to evaluate what should be evaluated. Thus a Maple tool/Basic Competency Material Indicators of Achievement of English Competency/Reaction to joint decisions 3.3 Prohibition and instruction, 3.4 Will you come to my party, 3.5 Congratulation, 3.6 There are many people. evaluation is considered valid if it can evaluate exactly something that is evaluated (Suherman, 2003:129). This test is used to determine the accuracy of the data by using r-tables. Items will be said to be valid if rcount>rtable is obtained. If the rtable is 0.05 then the data is declared to be normally distributed or Ha is accepted, if the calculation is sig. < 0.05 then the data is

said to be not normally distributed or Ho is accepted or in other words sig. not normally distributed.

3. Hypothesis Test

To test the hypothesis about student learning outcomes in this study used t-test analysis using the Sample t-Test option. This test is used to test whether there is an average difference between before and after giving treatment to the same sample group. The basis for making this test decision is by using the tcount value and the significance value. If the tcount value > ttable then Ha is accepted, meaning that there is an opposite effect, if the tcount value is < than the ttable value, then Ho is accepted, meaning there is no effect, or the sig value. <0.05 so it was concluded that there was an average difference between before and after the treatment.

CHAPTER IV

FINDING AND DICUSSION

A. Finding

In this chapter presents the result of the research. It consists of the result from the observation (observation), analysis sheets, and tests about teaching english by using total physical response (TPR) and benefits of using TPR in teaching English. In conducting the survey, a analysis sheets consisting score of pre-test before teaching English using TPR distributed to 40 respondents. The responses of the analysis sheets were calculated And to know about the benefits of using TPR in Teaching English.

 First is observation, researchers make observations to obtain information about student learning activities and given treatment.

The second is an analysis sheet, the researcher uses an analysis sheet of monitoring the learning implementation plan (RPP) and the implementation of the learning strategy to find out the implementation of the Total Physical Response (TPR) learning strategy.

The third is the test, the technique of giving tests in this study uses a pretest before being given treatment then given a posttest after being given treatment which is used to obtain data on students' English learning outcomes before being given treatment and after being given treatment in English lessons using the Total Phsycal Response Strategy (TPR).

1. **The implementation of Total Physical Response at MTs Miftahul Huda**

Researchers give treatment. It was necessary to know how to perform general physical activities in school based on this theory and the general methodologies of body reactions in the classroom.

In the first observation on September 9th 2022, a teacher taught and used this strategy in Junior High School students. The teacher talked about the dictionary used in each class. Example: Subject was required (command). Then the English teacher did the following educational activities: For example, the English teacher said that he should greet the students first:

Teacher : Assalamualaikum wr.wb
Students : Waalaikumussalam wr.wb
Teacher : Good morning students?
Students : Good morning sir... (answer together)
Teacher : How are you today?
Students : Fine, Thanks. and you?. (answer together)
Teacher : I'm Good, thank you.

Before beginning the English class, the English teacher invited the students to pray together to the Lord. Then, for example, the English teacher made preparations for the students on the previous topic:

Teacher : Are you ready to learn English now?
Students : yes... yes.. (answer together).
Teacher : Did you still remember class, what is function of this picture?
*   (the English teacher show hisr Picture and powerpoint*
*   to the students and mixing the spoken language)*
Students : the picture about Larangan (Indonesia).... (answer together)
Teacher : could you explain?
Students : itu larangan mister.itu larangan makan di perpustakaan (Indonesia)
Teacher : can you say it in English?
Student : yes. Don't eat.
Teacher : jadi ketika kita diperpustakaan. Akan ada beberapa kalimata larangan atau prohibiton. Itu bertujuan agar setiap pengunjung diperpustakaan merasa nyaman. Sampai sini paham?
Student : yes mister.
Teacher :ok. Selain itu. Ciri dari kalimat prohibition adalah adanya kata don't dan untuk gambar biasanya ada tanda lingkar merah disilang.

Teacher : student, come here, please!

Student : go ahead to front of class.
Teacher : Student, come back to your chair!
Student : ok. Mister.
Teacher : All of student. Raise your hand!
Student : yes sir. (they raise their hand)
Teacher : Take it Your pen and show up!
Student : yes mister. (They take the pens and show up their pen)
Teacher : after you do. Somebody, can guest what will learning today?
Student : No.
Teacher : what you do about what I say?
Student : we know what mister say. But we don't know the title material.
Teacher : good job. So, today we will learn instruction (kalimat perintah)

Although the student did not know the meaning, but they gave command from the teacher instruction by using action like in the activity above. The English teacher asked the students not to be silent and to pay special attention to the material. Based on the above observations, the researcher observed the teacher-student interaction by mixing the language. This means that teachers sometimes use their mother tongue to explain materials to students in order to make their instructions easier. The use of the mother tongue by teachers in teaching English is one of the distinguishing features of the implementation of the TPR method. The researchers also found that the role of the teacher was exemplary. The teacher first demonstrated an activity related to the topic and then asked the students to imitate their own behavior. This facilitates the prediction of students. This means that it is easier for students to imitate than to memorize. Here, researchers discovered the role of the student in imitation.

In next day, on 14 September 2022 , teachers used images as an educational tool while presenting an invitation letter. Then he read the invitation letter. Then,

he asked me. What this is picture? And teacher answer. What do you think about this picture? Look on picture what is color? What is images on invitation letter?

After that student can be conclude. That is invitation letter before teacher explain the material. *He said : ini kartu undangan, berate mengajak seseorang untuk datang dipesta atau kegiatan (Indonesia language).* Then the teacher explained to about the material of Inviting. We can know, student can know about the meaning and the purpose of this card without we explain.

When teaching grammar about the use will you come, the teacher first explained it and gave some examples. Then the teacher asked the students to do the other examples. The teacher then modeled the action to include invitation letter like invitation wedding, birthday party etc, appreciation and pronunciation exercises. Students were asked to stand up and imitate the teacher's action. Once the students understood, the teacher gave the students instructions and they had to respond verbally and physically. For example is:

- The teacher says, "will you come to the this party?". Then, the teacher gave the instruction to change the subject with "they".
- The students say "will they come to the this party". (They responded orally and physically

So from the teacher action, students followed and imitate the teacher command in little word that the teacher want. In learning process, they as a imitator and performers in the class. Because they were enjoy in the class and followed the teacher instruction.

In teaching English at September 21th 2022. The researcher obtained the classroom activity data using the whole body response for Junior High School. The

English teacher started the English lesson by explaining the subject. The English teacher wrote the topic on the blackboard and don't say the meaning. In addition, the English teacher wrote the imperative examples on the board. In this case, there were six examples, as below:

Stand up!
Sit down!
Jump!
Raise your hands!
Clap your hands!
Turn around!

The English teacher asked the students to sit in a circle. The English teacher explained the meaning of each imperative and also demonstrated these actions. The teacher asked the students to imitate her when they quickly read these compelling statements. You have once again demonstrated this need physically. In this case, she asked the students to imitate her action according to their instructions. These activities were carried out quickly so that the students could understand what was being taught to them. The English teacher gave the students the opportunity to practice it in pairs in front of the class. Finally, the English teacher asked the students to practice several. You practice it with her by following her physical reactions.

Next, teaching and learning process. The teacher arranged the students' seats like the letter "U" so that the students could move around easily. To teach congratulations to students, the teacher used gretting cards. She wrote the costume name on each side of the card according to the card costume. First, she said the card suit while showing the cards to the students. She read it again and asked the students

to repeat it. Then she took the cards that had no writing on their sides one by one and asked the students Gretting cards. Second, the teacher distributed the cards to the students. Each student received four cards of different gretting cards. Then she gave the class order. For instance

Teacher : Who gets a gretting card s about happy mother day show it to me.
Students : (Students with a gretting card s about happy mother day their hands with the card).

For the next activity, the teacher simply said "graduations card" and the students showed the graduations card. It was done continuously until they were able to figure it out. Third, the teacher modeled some actions such as "walk in place, run in place, jump with left foot, jump with right foot, jump up and jump down". The students memorized the actions by performing the actions. When they applied the actions, the students stood in front of their chairs and the teacher gave some commands to the students. For instance:

- *Students with graduations cards, jump up and down ... stop.*
- *Students with happy mother day cards, run on the spot ... stop.*
- *Students with wedding cards hop on your left foot ... stop.*
- *Students with birthday cards hop on your right foot ... stop*

The teacher repeated each commands for several times and then asked the four students to imitate her. She asked the models to perform what she said collectively and then individually. If they could not do it, she performed it again so they could perform it like what she did. The rest of the students watched them. The teacher did not ignore the students who had been sitting and observing her doing activities with the four students. She also involved them in the activities by asking them to practice with their partner, so she could see how their students'

understanding was. Teacher helped the students when they got difficulties in practicing and pronouncing the words.

The teacher explained the expression used to ask for something and give something and give the answer. After the explanation, the teacher read how to pronounce the sentences and the answers, then asked the students to repeat them. After that, the teacher wrote a dialogue about the use of the sentence and the answer on the board. She read the dialogue twice and the students listened carefully. She read it again and the students repeated it. To find out the students' pronunciation, the teacher asked the students sitting on the first and second lines to practice dialogue. And also the students who were on the third and fourth lines. Then she asked them to sit facing each other and practice dialogue with their travel companion. After practicing the dialogue in their chairs for about ten minutes, the teacher asked some students to role-play in front of their friends. The example of the given dialog is:

Aisyah   : eka,, can I have your pen... please
Eka   : Of course. Here you are.
Aisyah   : Thank you.
Eka   : You are welcome.
Rayhan : abdul, can I borrow your dictionary?
Abdul : ok. Here you are
Rayhan : Thanks
Abdul : no problem

The researcher found some characteristics and the principles of TPR For example, how to teach English was presented by a teacher in the form of a task. According to Richard's theory, the principle of this method takes into account the way of understanding because students should pay more attention to the teacher's

instructions. This was due to the students' listening comprehension. The emphasis was on spoken language rather than octopus. This was one of the features of the TPR method. Dictionaries in imperative form are also highlighted above in relation to other linguistic fields.

Included in the statement. Then, the teacher helped the students to understand their instructions, giving demonstrations such as the examples of imperative sentences above. At this point, the researcher completes the English lesson by naming the type of command time. Teachers and students read types of command sentences along with their physical responses. English teachers encouraged students to read more and use them in their daily lives. The researchers found that the implementation of the TPR method is driven by the training of students who learn and interact with the teacher. That is, first read the statement and then use the entire physical application to answer.

In October 19th 2022. The researcher found the activities that for example, the English teacher brainstormed the previous study:

Teacher : can someone tell. What we learn last month?
Student :Don't Eat!
Don't spek!
Don't move!
Don't drink!
Don't make noisy!

Be quite!
Sit Down!
Come here!
Write now!
Open this book on page 16!

The English teacher asked the students not to be silent and to pay special attention to the material. The researchers found that in this section, the students were happy and enjoyable to learn English, as the teacher encouraged them by singing "Good Morning" first. The aim was to inspire students and to draw more attention to the material in English. The English teacher started the English class by explaining some of the topics of the time.

There are many pens

There are much of water

There are many books

There are two bags

There are many chairs

There are three pencils

There are much of milk

The English teacher had the students draw a circle and explained the many or much on the board. The English teacher reads the vocabulary on class with using many or much. one by one and the students follow. Then he was not translated them into Indonesian. The English teacher shows the thing in the class to the students in English. After that, the students quickly imitated his actions. English teachers use the imperative to show thing in the class. For example:

Pick up your pens, pick your books, touch your bags, hold pen and book, etc. The English teacher used the imperative to show them. He then asked his students to imitate his actions when introducing thing in the class. The English teacher marked the thing in the class in English and don't translate to Indonesian,

then asked the students to answer. After that teacher explain about learning English without translate to Indonesian language for the barain to quickly remembering something.

The English teacher took this quick step to make it easier for students to understand. The English teacher offered 5 groups of 5 students in each group. He then followed his instructions and checked the students' physical reactions. The English teacher rewarded the students in each group with the correct answer. The implementation of the TPR method here took place when a teacher asked students to show an using commands. He then asked his students to imitate his behavior. The role of the teacher was exemplary, and that of the student was imitative.

In November 16ᵗʰ 2022. The researcher get the data from the classroom that the researcher in this activity, the Total Physical Response was introduced to the students. The topic used in this at the schools. Most of them were presented in the form of simple commands or sentences. Activities or tasks given to students, such as , pen, blackboard, dictionary, bag, bottle pencil, window, door, table, chair, floor, garbage, broom, closet, eraser, teacher, etc. include opening, closing, writing, drawing, cleaning, displaying, holding, sitting, Including officials, etc.

Before starting the activity, the teacher presented as briefly as possible about the methods used in the teaching and learning process. Because the students were Junior High school students. He described it in two ways: English as the mother tongue of the students and the language of instruction. The purpose was to give students an idea of what to do. He also provided some study materials to help students find what they want to show at the event. At the beginning of the activity,

the teacher asked the students to come forward and sit on the chairs facing the other students. They set an example for some teams. The other students listened and listened to your friend's work. The teacher explained the procedure to the model, followed it slowly and clearly, giving her several commands related to the subject. The examples of the commands given were *sit down! Stand up!, Open your book! Close the door! Clean the blackboard! etc.* The student gave response by using the command about example or roles above.

According to the researchers, the students responded very well when they were taught using the Total Physical Response (TPR) , as they seemed to be distracted and enthusiastic while learning English. They actively performed all assigned tasks. Although they sometimes make mistakes, they want to be actively involved in the teaching and learning process.

B. Discussion

In this part, the researcher tried to analyze the data which had been found by test. After classifying the data, the researcher known that teaching English by uisng total physical response (TPR) and the benefit of TPR in teaching English.

1. **The teacher Implementation of Total Physical Response at MTs Miftahul Huda**

    1. **Analisis the Data**

    A. Percentage of English Pre-test score Qualifications

Score	Students	Percentage
95 - 100	0	0
80 - 95	13	32,5%
65 - 80	26	65%
55 - 65	1	2,5%
40 - 55	0	0
0 < 40	0	0
Jumlah		100%

KKM : 75

Based on the table above, from a total of 40 students, the pretest scores were obtaine. There were 13 students with a percentage of 32.5%. Students 26 people with a percentage of 65%. Students of 1 person with a percentage of 2.5%. For more details, see above.

B. Percentage of English Post-test score Qualifications

Score	Students	Percentage
95 - 100	0	0
80 - 95	35	87,5%
65 - 80	5	12,5%

55 - 65	0	0
40 - 55	0	0
0 < 40	0	0
Jumlah	40	100%

KKM :75

Based on the table above, from a total of 40 students, the pretest scores were obtained. It is recognized that there are different qualifications. There were 35 students who got very good grades with a percentage of 87.5%. Students who get good grades are 5 people with a percentage of 12,5%. For more details, see above.

A. Data Percentage Calculation

1. Calculation of Percentage of Experimental Class Data

  a. Calculation of the mean percentage between the pretest and posttest values of the experimental class

$$\text{Presentase Data} = \frac{\text{mean posttest} - \text{mean pretest}}{\text{mean pretest}} \times 100\%$$

$$= \frac{167,5 - 150,5}{150,5} \times 100\%$$

$$= \frac{17,45}{150,5} \times 100\%$$

$$= \quad 0{,}115 \qquad\qquad \text{X } 100\%$$

$$= \quad 11{,}5\% \qquad\qquad \neq \ 12\%$$

:

b. Calculation of the median percentage between the pretest and posttest values of the experimental class

$$\text{Presentase Data} \quad = \quad \frac{\text{median posttest} - \text{median pretest}}{\text{median pretest}} \quad \text{X} \quad 100\%$$

$$= \quad \frac{170{,}5 - 147{,}5}{147{,}5} \quad \text{X } 100\%$$

$$= \quad \frac{23}{147{,}5} \quad \overset{\text{X}}{} 100\%$$

$$= \quad 0{,}155 \qquad\qquad \text{X } 100\%$$

$$= \quad 15{,}5\% \qquad\qquad \neq \ 16\%$$

c. Calculation of the percentage mode between the pretest and posttest values of the experimental class

$$\text{Presentase Data} \quad = \quad \frac{\text{modus posttest} - \text{modus pretest}}{\text{median pretest}} \quad \text{X} \quad 100\%$$

$$= \frac{169 - 144}{144} \times 100\%$$

$$= \frac{25}{144} \times 100\%$$

$$= 25 \qquad \times 100\%$$

$$= 25\%$$

Paired Sample Statistic

Test	n	Statisika Deskriptif	Paired T-Test		
		M (Std.D)	t	Df	Sig.(2 tailed)
Pre-test	40	75,25 (7,56)	-9,139	39	000*
Post-test	40	83,75 (5,38)			

p <0,05: nilai Signifikasi

Based on the table above, it is known that the post-test scores are higher than the pre-test in this study. Then 0.000 < 0.05 so that Ha is accepted and H0 is rejected. So it can be concluded that there is a significant influence between the use of the TPR method on the English learning outcomes of MTs Miftahul Huda students.

Based on the data above, Students experienced an increase in value after the treatment. The value of the child has increased after being given treatment. This shows that is TPR can be implemented to students in junior high school.

Based on the result of the observation finding, the students' responses when they are taught using TPR (Total Physical Response) method that very good because they looked fun and enthusiasm in learning English. They did all actions given actively. Although they sometimes did some mistakes, they still wanted to join the process of teaching and learning actively.

Thus, the researchers showed that the teachers performed typical body reactions of younger students. For young learner, the teacher taught used body movement in learning. They could absorb the meaning of utterance from the teacher that had been command. In the learning process, the teacher gave the material in learning process. Student could interact with other people by using conversation. So they could do anything like to others that the teacher asked on them.

Whereas, the teacher used commands in sequences to teaching English for young learners in junior high school. In young learner they like did something that make them happy in learning and would not make them bored to catch the material in the class of learning the new language the student needs something interesting to make them felt comfortable in the class. So they could enjoyed the process. They used picture to know purpose of the picture without translate that make barin fast think and not break his barin.. example teacher show the picture to explain the material, teacher gave command to make the student active in the class. Like, stand up please , raise your hand, pick on your pen, open your book, look on the window,

jump to the floor please, open books etc. Teacher gave instruction to make the student were not too tired to catch and memorize the material. So the teacher had idea to look for variety ways to teaching for young learners.

Next, the teacher had implementing the role reversal in teaching English, student need time to ready to speak. In order to they could give command to make their friend performers some action. For example, if they were ready to speak so they would use section to invite in action something like daily activity. Such as, school supermarket and some place where always they visited it. Students were enjoy in this command although they were pretending to other people or thing that they did not know. There were some picture about someone in the slide of presentation to teaching. So the teacher would ask to the student about that picture in using the slide. In order to the student would answer the picture about and it made them more interesting by using this way.

So from explanation, the researcher make conclusion that the teacher have been teaching English by using some procedure of Total Physical Response for young learner at junior high school. In this implementation the teacher used variety ways to make the young leaners more interesting and easier to catch all material. Then, they would not be bored in the classroom activity.

2. The Benefits of Implementation of Total Physical Response at MTs Mifathul Huda

Based on the findings in MTs Miftahul Huda, the researcher used analysis the data of Post-Test to get the information about the answer of the second research question, after treatment on September - November 2022 in teaching English with

TPR. Based on the finding as mention above, the researcher mentioned some benefit that students feel in using TPR as method in teaching English. There are benefits of TPR : Student s whether children or adults, are able to pick up and learn language better and faster if they associate physical actions with certain words. Then, It is fun and easy. Students will enjoy getting up from their chairs and moving around. Besides that, This method can facilitate students with meaning in real contexts. This is easy to remember. Actions or activities help strengthen connections in the brain. The last, Creating positive thinking that facilitates students to be involved in the learning process, so as to develop not only motivation, but also students' goals in learning.

So from the discussion above, the researcher get the conclusion that the Total Physical Response was very appropriate for the student. Because this method could make the student enjoyed in the class. But also, Although this method is good for the young learners in junior high school. The teacher still found the problem in teaching English for young learners in junior high school. So the teacher need more time and idea to give better something for the student.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

In Based on the data analysis and research finding, the researcher found that the implementation of teaching English using Total Physical Response in MTs Miftahul Huda is good. The teacher had implemented these technique for young learners in Junior High School. From the data total of 40 students, the pretest scores were obtained. It is recognized that there are different qualifications. There were 35 students who got very good grades with a percentage of 87.5%. Students who get good grades are 5 people with a percentage of 12,5%. Then results, students before had treatment mean Score is 72,25 after treatment had 83,75.

There are benefits of TPR : Student s whether children or adults, are able to pick up and learn language better and faster if they associate physical actions with certain words. Then, It is fun and easy. Students will enjoy getting up from their chairs and moving around. Besides that, This method can facilitate students with meaning in real contexts. This is easy to remember. Actions or activities help strengthen connections in the brain. The last, Creating positive thinking that facilitates students to be involved in the learning process, so as to develop not only motivation, but also students' goals in learning.

So from above, the researcher get the conclusion that the Total Physical Response was very appropriate for the student. Because this method could make the student enjoyed in the class. But also, Although this method is good for the young learners in junior high school. The teacher still found the problem in teaching English for young learners in junior high school. So the teacher need more time and idea to give better something for the student

B. SUGESSTION

The researcher's suggestion are :

1. For the headmaster

- The principal must hire teachers according to the number of graduates, so that the program runs smoothly and the students' results are automatically improved.
- Ledger improves the material and technological base of the school to support the educational process. Creating a good atmosphere in the educational process is beneficial for both students and teachers..

2. For the English teacher

- Teachers compare their teaching methods with other teachers in the school. In this way, teachers can learn how to improve the quality of teaching in English.

- Teachers should ask if they have difficulty teaching other English-speaking teachers.

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IXES

DOCUMENTATION

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيمِ

SOAL Pre-Test and Post-Test 2022
Mata Pelajaran   : **Bahasa Inggris**
Kelas   : **VII (Tujuh)**

Pilihan Ganda
Chose the best answer to the following questions !

1) What the meaning of "Come here" ?
     a. Datang kesini
     b. Pergi sekarang
     c. Jangan pergi
     d. Jangan kesini

2) What the meaning of "Of course" ?
     a. Tentu saja
     b. Maaf saya tidak bisa
     c. Saya sedang sibuk
     d. Tidak masalah

3) What does it mean by this sentence "Don't close the door" ?
     a. Jangan tutup pintu
     b. Jangan menginjak rumput
     c. Jangan berteriak
     d. Jangan Buka Buku

Fill in the blank of this sentences below !

4) Ali : ……, the blackboard are dirty
   Umar : Okay
     a. Sweep the floor
     b. Clean the blackboard
     c. Clean that wall
     d. Get the socks

5) Mr.Robert : Please, turn on the radio.
   Mrs.Riska : ……., because I am busy now
     a. Okay
     b. Sure
     c. I'm sorry
     d. Of course

6) …… the pan, Ghania ! It is hot.
     a. Touch
     b. Don't touch
     c. Put
     d. Don't put

7) Mr.Campbell : Annie and Sally, don't talk among yourselves, Read your book and
   listen to Zach reading.
   Annie : ………..
     a. I can't

b. I'm afraid
c. No problem
d. Oh, I'm sorry, sir

Read this article and complete the sentences with the right answer (8-10).

Please join us as

We celebrate our 40th Anniversary Rahmat and Wati Julia

Friday, May 7th 6.30p.m -10.OOp.m

Pondok Indah, South Jakarta (Dinner is available)

RSVP 65412397 (Nanang/ Nini/ Nita)

8) The type of the party above is …
   a. Birthday Party
   b. Graduation Party
   c. Wedding Party
   d. New year party

9) The purpose of the invitation text above is…?
   a. To tell an good relationship
   b. To describe a certain party
   c. To persuade people to have merriage
   d. To invite people to join the party

10) What the time of that event start ?
   a. 40 th
   b. May
   c. 6.30 p.m
   d. 10.00 p.m

11) Where the pasty is celebrate ?
   a. South Jakarta
   b. Friday
   c. May
   d. Anniversary

Read this article and chose the best answer to the following questions (10 & 11).

Dear Bianca Jodie,

Time counted so fast

Let's celebrate new year's eve together!

Sunday, December 31st 9 p.m. until drop

at Dragonfly Bar Jln Gatot Subroto Sincerely,

Hannah

12) What is the purpose of the invitation text above?
    a. To make a new relation
    b. To spend time together
    c. To have conversation with old friend
    d. To reunite with old friends

13) From the invitation text above, we can say that?
    a. Bianca and Hannah have not good relationship
    b. Bianca Jody invites Hannah to celebrate new year's eve together
    c. The Dragonfly Bar is not at Jln. Gatot Subroto
    d. The party started from 9 p.m

Fill in the blank of this sentences below !

14) Ali : Would you like to come for dinner ?
    Umar : …., Because I want to go
    a. Yes, I would
    b. I'm sorry, I can't
    c. Okay
    d. I would

15) Ulva : Hi. Can you come to my birthday party ?
    Hani : ….., I can't
    Ulva : How about you Siska ?
    Siska : Yes, I can. Why you cannot follow Hani ?
    Hani : …., I want go to Singapore
    a. Yes I do
    b. Yes Of course
    c. Sorry, Beacuse
    d. Sorry, I can

Read this article and chose the best answer to the following questions (16 - 18)

Dear Wulan

Congratulation on your success on the collage entrance exam. May today success be just the beginning of your long life achievement and happiness. Remember the challenge is waiting for you in the collage. Nevertheless, I believe that you can handle it well. Good luck!

Your best friend.

Fitri

16) The purpose of the text above is…
    a. To persuade someone
    b. To entertain someone
    c. To congratulate someone
    d. To invite someone

17) What has Wulan done…
   a. Won the contest
   b. Passed the collage entrance exam
   c. Invite Fitri to his celebration day
   d. Graduated from University

18) What kind of the card above…
   a. Congratulation
   b. Anniversary
   c. Birthday party
   d. Wedding party

Read this article and chose the best answer to the following questions (19 & 20)

Happy Mother's Day
Your smile brightens each day just as the morning rays shines on the hills
and it's with doubt that this gives us the couage to face the new day with joy

19) To whom the card is sent…
   a. Mother
   b. Father
   c. Grandmother
   d. Grandfather

20) "…, with doubt that this gives us…." The underlined word has similar meaning to….
   a. Belief
   b. Uncertainty
   c. Selfish
   d. Wealthy

Fill in the blanks with much or many.

21) Do you buy ….. books ?
   a. Has
   b. Have
   c. Much
   d. Many

22) We don't have …… bananas left.
   a. Has
   b. Have
   c. Much
   d. Many

23) I don't have …… money
   a. Has
   b. Have
   c. Much
   d. Many

24) You don't have …… sugar
   a. Has

    b. Have
    c. Much
    d. Many

25) They don't have ….. water
    a. Has
    b. Have
    c. Much
    d. Many

No	Nama	Kelas	Nilai PretTest	
			Pre-Test	Post-Test
1	Abdul Hanif	VII	67	80
2	Adeko Putra	VII	64	74
3	Ahmad Riva'i Idris	VII	70	88
4	Aldineo Yearky Pratio	VII	85	90
5	Alfathir Caesar	VII	68	74
6	Andhika Arya Pratama	VII	83	85
7	Endri Rafiansah	VII	74	88
8	Fakhry Abrar Tiyodhafin	VII		
9	Ferdian Falentino	VII	67	88
10	M. Arya Pasha Adikara	VII	74	76
11	M. Jhon Farel Sanjaya	VII	70	85
12	Maulana Muzaffaruddin Abdurrabbaniy	VII		
13	Muhammad Falah	VII	74	78
14	Muhammad Farizky Kurniawan	VII	83	88
15	Muhammad Ikhsan Albar	VII	90	94
16	Muhammad Nadil Putra Sumantri	VII	74	88
17	Raihan Dhia Adli Perdana	VII	88	88
18	Rayhan Dwi Ananda	VII	74	90
19	Ridho Zhafran Hendri	VII	86	90
20	Riski Nopriansyah	VII	72	88
21	Rivan Halim Rahman	VII		
22	Tzar Azano Aigi Putra	VII	70	74
23	Zikri Al Aslam	VII	67	75

No	Nama	Kelas	Nilai PretTest	
			Pre-Test	Post-Test
1	AISYAH FAULINA	VII	84	86
2	CHENDY AULIA PUTRI	VII	70	81
3	DHIA RAFILA FAIRUZ	VII	70	81
4	DHIYA LUTHFIANA	VII	80	85
5	EKA ANNISA ZAHRA	VII	81	86
6	INESSENSIA AGMAKAILA	VII	67	80
7	KAYLA TRIE HAPSARI	VII		
8	KEYRA ANINDIA	VII	74	81
9	KHANSA NABILA RK	VII	89	94
10	MARSYA NOOR AZZAQIYA	VII	84	86
11	NADINE ENGGAR PRAHARDINI	VII	73	81
12	NAURAH RAYYANI ROMADHON	VII	86	90
13	RIZANA HEMANINGTIYAS	VII	70	77
14	SALWA KHALISAH	VII		
15	SUCI SYAFITRI	VII	67	83
16	TAQIAAH K. ELSYFAH	VII	84	88
17	TIARA HAFIZAH	VII	70	82
18	VIONA ZHAFIRA	VII	67	77
19	WARDA NUR ANISA	VII	80	86
20	WILDATU ZAKIA RAHMA	VII	70	83
21	YULIA FITRIANI	VII	70	81
22	ZHAFIRAH ALIFAH	VII	75	81

MATA PELAJARAN   : BAHASA INGGRIS
KELAS   : VII (Tujuh)

KI	KD	INDIKATOR	MATERI SOAL	NO SOAL	JENIS SOAL	SOAL	TINGKAT	KUNCI JAWABAN

3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata	3.3 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan must, should)	3.3.1 Mengidentifikasi ungkapan memberikan instruksi atau perintah.
		
		3.3.2 Mengidentifikasi ungkapan untuk merespons instruksi atau perintah.
			- Prohibition and Instruction	1.	*Multiple Choice*	26) What the meaning of "Come here!" ?
						    e. Jangan kesini
						    f. Pergi sekarang
						    g. Jangan pergi
						    h. Datang kesini
						
						27) What the meaning of "Of course" ?
						    e. Tentu saja
						    f. Maaf saya tidak bisa
						    g. Saya sedang sibuk
						    h. Tidak masalah
							Mudah	D

		3.3.3 Mengidentifikasi ungkapan untuk melarang seseorang melakukan sesuatu.		2	*Multiple Choice*	28) What does it mean by this sentence "Don't close the door" ?
						    e. Jangan tutup pintu
						    f. Jangan menginjak rumput
						    g. Jangan berteriak
						    h. Jangan Buka Buku
							Mudah	A

4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung,	4.3 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, dengan memperhatikan fungsi	4.3.1Menggunakan ungkapan memberikan instruksi atau perintah secara lisan dan tertulis.
		
		4.3.2 Menggunakan ungkapan untuk
				3	*Multiple Choice*	29) Ali : ……, the blackboard are dirty
						    Umar : Okay
						    e. Sweep the floor
						    f. Clean the blackboard
						    g. Clean that wall
						    h. Get the socks
						
						30) Mr.Robert : Please, turn on the radio.
						    Mrs.Riska : ……., because I am busy now
						    e. Okay
						    f. Sure
						    g. I'm sorry
							Mudah	A

menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.	sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	merespons instruksi atau perintah secara lisan dan tertulis.			*Multiple Choice*	h. Of course 31) …… the pan, Ghania ! It is hot. e. Touch f. Don't touch g. Put h. Don't put		
		4.3.3 Menggunakan ungkapan untuk melarang seseorang melakukan sesuatu secara lisan dan tertulis.		4		32) Mr.Campbell : Annie and Sally, don't talk among yourselves, Read your book and listen to Zach reading. Annie : ……….. e. I can't f. I'm afraid g. No problem h. Oh, I'm sorry, sir	Sedang	C
		4.3.4 Menggunakan ungkapan untuk merespons larangan secara lisan.			*Multiple Choice*			
				5			Sedang	B
					Multiple Choice	33) The type of the party above is e. Birthday Party f. Graduation Party g. Wedding Party h. New year party 34) The purpose of the invitation text above is…? e. To tell an good relationship f. To describe a certain party g. To persuade people to have marriage h. To invite people to join the party		
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata		3.4.1 Mengidentifikasi ungkapan mengajak seseorang.		6			Sedang	B
		3.4.2 Mengidentifikasi ungkapan untuk merespons ajakan.				35) What the time of that event start ? e. 40 th f. Anniversary g. 6.30 p.m h. 10.00 p.m		

	3.4 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyuruh, mengajak, meminta ijin, serta menanggapinya, sesuai dengan konteks penggunaannya	3.4.3 Mengidentifikasi ungkapan untuk meminta iji
		
		3.4.4 Mengidentifikasi ungkapan untuk merespons permintaan ijin.
				7	*Multiple Choice*	36) Where the pasty is celebrate ?
						    e. South Jakarta
						    f. Friday
						    g. May
						    h. Anniversary
							Sedang	D

		4.4.1Menggunakan ungkapan mengajak seseorang secara lisan.
		
		4.4.2Menggunakan ungkapan untuk merespons ajakan.
			-Will you come to my party	8	*Multiple Choice*
					
					Multiple Choice
						37) What is the purpose of the invitation text above?
						    e. To make a new relation
						    f. To spend time together
						    g. To have conversation with old friend
						    h. To celebrate the new year's eve
						
						38) From the invitation text above, we can say that?
						    e. Bianca and Hannah have not good relationship
						    f. Bianca Jody invites Hannah to celebrate new year's eve together
						    g. The Dragonfly Bar is not at Jln. Gatot Subroto
						    h. The party started from 9 p.m
							Sedang	C

4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah		4.4.3Menggunakan ungkapan untuk meminta ijin secara lisan.		9		39) Ali : Would you like to come for dinner ?
						Umar : …., Because I want to go
						    e. Yes, I would
						    f. I'm sorry, I can't
						    g. Okay
						    h. I would
							Sulit	D

abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.		4.4.4 Menggunakan ungkapan untuk merespons permintaan ijin secara lisan.		10	*Multiple Choice*	40) Ulva : Hi. Can you come to my birthday party ? Hani : ….., I can't Ulva : How about you Siska ? Siska : Yes, I can. Why you cannot follow Hani ? Hani : …., I want go to Singapore 　e.　Yes I do 　f.　Yes Of course 　g.　Sorry, Beacuse 　h.　Sorry, I can 41) The purpose of the text above is ? 　a.　To persuade someone 　b.　To entertain someone 　c.　To congratulate someone 　d.　To invite someone	Mudah	C
	4.4 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyuruh, mengajak, meminta ijin, dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	.		11	*Multiple Choice*	42) What has Wulan done ? 　a.　Won the contest 　b.　Passed the collage entrance exam 　c.　Invite Fitri to his celebration day 　d.　Graduated from University 43) What kind of the card above… 　a.　Congratulation 　b.　Anniversary 　c.　Birthday party 　d.　Wedding party	Mudah	A

3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata				12	*Multiple Choice*		Sulit	D
		3.5.1 Mencermati dan menemukan perbedaan dan persamaan dari beberapa *greeting card* untuk hari spesial tertentu.				44) To whom the card is sent… a. Mother b. Father c. Grandmother d. Grandfather 45) "…, with doubt that this gives us…." The underlined word has similar meaning to…. a. Belief b. Uncertainty c. Selfish d. Wealthy		
		3.5.2 Mengidentifikasi unsur kebahasaan yang ada dalam *greeting card.*		13	*Multiple Choice*		Sedang	D
		3.5.3. Mengidentifikasi informasi rinci dalam *greeting card.*						
	3.5 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk greeting card,			14	*Multiple Choice*		Mudah	B

4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori	dengan memberi dan meminta informasi terkait dengan hari-hari spesial, sesuai dengan konteks penggunaannya.				*Multiple Choice*			
		4.5.1 Menyusun kalimat acak dalam pernyataan yng ada pada *greeting card.*		15			Sedang	C
		4.5.2 Membuat *greeting card* terkait hari istimewa yang relevan dengan peserta didik saat itu.						
	.				*Multiple Choice*			
				16.			Mudah	C
					Multiple Choice			
			-Congratulations					

	4.5 Menyusun teks khusus dalam bentuk greeting card, sangat pendek dan sederhana, terkait hari-hari spesial dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.			17			Sedang	B
					Multiple Choice			
				18			Mudah	A
					Multiple Choice			

				19	*Multiple Choice*			Mudah	A
				20				Sedang	B

3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
 	
4. Mencoba, mengolah, dan menyaji dalam ranah konkret
	3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan there is/are).	3.6.1 Mengidentifikasi jenis-jenis *quantifier*.
		
		3.6.2 Melengkapi pernyataan menggunakan *quantifiers* yang tepat.
		
		3.6.3 Membuat frasa yang tepat dengan menggunakan *quantifiers* yang tepat.
			-There are many people	21
				
				22
					Multiple Choice
					
					Multiple Choice
						46) Do you buy ….. books ?
						    a. Has
						    b. Have
						    c. Much
						    d. Many
						
						47) We don't have …… bananas left.
						    a. Has
						    b. Have
						    c. Much
						    d. Many
						
						48) I don't have …… money
						    a. Has			

(menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori	4.6. Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.6.1 Menulis kalimat dengan menggunakan *quantifiers* untuk memberi informasi terkait keberadaan orang, benda, binatang.		23	*Multiple Choice*	b. Have c. Much d. Many 49) You don't have …… sugar a. Has b. Have c. Much d. Many 50) They don't have ….. water a. Has b. Have c. Much d. Many
				24	*Multiple Choice*	
				25	*Multiple Choice*	

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Mata Pelajaran	Bahasa Inggris	Materi Pokok	*Prohibition and instruction*
Kelas/Semester	VII/Ganjil	Alokasi Waktu	1 Kali Pertemuan (40 menit)
Kompetensi Dasar	3.3 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan must, should)		
	4.3 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		
Indikator Pencapaian Kompetensi (IPK)	3.3.1 Mengidentifikasi ungkapan memberikan instruksi atau perintah.		
	3.3.2 Mengidentifikasi ungkapan untuk merespons instruksi atau perintah.		
	3.3.3 Mengidentifikasi ungkapan untuk melarang seseorang melakukan sesuatu.		
	4.3.1Menggunakan ungkapan memberikan instruksi atau perintah secara lisan dan tertulis.		
	4.3.2 Menggunakan ungkapan untuk merespons instruksi atau perintah secara lisan dan tertulis.		
	4.3.3 Menggunakan ungkapan untuk melarang seseorang melakukan sesuatu secara lisan dan tertulis.		

A. Tujuan Pembelajaran

Melalui pendekatan TERPADU dan penerapan model pembelajaran CLT, peserta didik diharapkan mampu:

1) Mengamati ungkapan atau tutur kata yang digunakan dalam *Prohibition* and *instruction.*
2) Mengidentifikasi ungkapan yang digunakan dalam *Prohibition* and *instruction.*
3) Menirukan ungkapan untuk *Prohibition* and *instruction.*
4) Membuat percakapan pendek dalam menggunakan ungkapan *Prohibition* and *instruction*
5) Menggunakan struktur teks dan unsur kebahasaan ungkapan *Prohibition* and *instruction* dengan benar dan tepat
6) Melakukan percakapan *Prohibition* and *instruction* secara berkelompok atau berpasangan dengan sopan, tanggung jawab, peduli, santun, danpercaya diri.

B. Media Pembelajaran, Alat/Bahan & Sumber Belajar

❖ **Media**   **:** *Laptop* dan Buku Paket
❖ **Alat/Bahan :** *Smartphone* dan *WiFi*/Internet
❖ **Sumber Belajar :** Buku Bahasa Inggris Kelas VII, Kemendikbud, Revisi Tahun 2016
Bright An English Course for Junior High School Students Grade VII, Erlangga, Tahun 2018. PPT.

C. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (5 Menit)	
Orientasi: Guru membuka pertemuan mengucap salam dengan penuh syukur dan santun serta berdoa yang dipimpin oleh salah satu peserta didik	
Motivasi: Guru mengecek kehadiran peeserta didik	
Apersepsi: Guru menjelaskan materi yang akan dipelajari anak-anak hari ini dengan menggunakan PPT	
Kegiatan Inti (30 Menit)	
Stimulation (Stimulus) Telaah	Peserta didik tertarik turut serta dalam kegiatan penjelasan dalam materi pembelajaran dengan tekun dan saksama
Problem Statement (Identifikasi Masalah) Eksplorasi	Peserta didik termotivasi membaca materi yang ada di PPT dan mengerjakan contoh soal tentang ungkapan Prohibition and instruction.
Data collecting (Mengumpulkan Data) Rumuskan	Peserta didik mengerjakan soal tentang ungkapan Prohibition and instruction yang ada dibuku paket.

Data Processing (Mengolah Data) **Presentasikan**	Peserta didik mengumpulkan tugas
Verification (Memverifikasi) **Aplikasikan**	Peserta didik dapat mengaplikasikan dalam berbagai situasi seperti latihan (mengerjakan soal di buku paket/latihan) yang memungkinkan peserta didik untuk menerapkannya pada situasi sederhana dengan tekun dan cermat serta dapat membuat kalimat sederhana tentang Prohibition and instruction dalam sebuah percakapan.
Generalization (Menyimpulkan) **Duniawi** **Ukhrowi**	**Duniawi :** Peserta didik menyampaikan pendapatnya tentang apa yang telah dipelajari pada pertemuan hari ini. **Ukhrowi :** Dalam sebuah hadits dikatakan bahwa: "Rasulullah bersabda, "Jangan kau marah, maka kamu akan masuk surge" (H.R Ath - Thabrani)"

Kegiatan Penutup (5 Menit)
Peserta didik menanyakan hal-hal yang masih diragukan dan melaksanakan evaluasi dengan jujur dan penuh rasa ingin tahu
Peserta didik turut membantu memberikan penjelasan tentang hal-hal yang diragukan peserta didik lain dengan percaya diri sehingga informasi menjadi benar dan tidak terjadi kesalahpahaman terhadap materi dengan tekun.

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Mata Pelajaran	Bahasa Inggris	Materi Pokok	*Will You come to my party?*
Kelas/Semester	VII/Ganjil	Alokasi Waktu	1 Kali Pertemuan (40 menit)

Kompetensi Dasar	3.4 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyuruh, mengajak, meminta ijin, serta menanggapinya, sesuai dengan konteks penggunaannya.
	4.4 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyuruh, mengajak, meminta ijin, dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
Indikator Pencapaian Kompetensi (IPK)	3.4.1 Mengidentifikasi ungkapan mengajak seseorang.
	3.4.2 Mengidentifikasi ungkapan untuk merespons ajakan.
	3.4.3 Mengidentifikasi ungkapan untuk meminta ijin.
	3.4.4 Mengidentifikasi ungkapan untuk merespons permintaan ijin.
	4.4.1 Menggunakan ungkapan mengajak seseorang secara lisan.
	4.4.2 Menggunakan ungkapan untuk merespons ajakan.
	4.4.3 Menggunakan ungkapan untuk meminta ijin secara lisan.
	4.4.4 Menggunakan ungkapan untuk merespons permintaan ijin secara lisan.

D. Tujuan Pembelajaran

Melalui pendekatan TERPADU dan penerapan model pembelajaran CLT, peserta didik diharapkan mampu:

7) Mengamati ungkapan atau tutur kata yang digunakan dalam *Invitation* dan *Permision*
8) Mengidentifikasi ungkapan yang digunakan dalam *Invitation* dan *Permision.*
9) Menirukan ungkapan untuk *Invitation* dan *Permision.*
10)   Membuat percakapan pendek dalam menggunakan ungkapan *Invitation* dan *Permision.*
11)   Menggunakan struktur teks dan unsur kebahasaan ungkapan *Invitation* dan *Permision* dengan benar dan tepat.
12)   Melakukan percakapan *Invitation* dan *Permision* secara berkelompok atau berpasangan dengan sopan, tanggung jawab, peduli, santun, dan percaya diri.

E. Media Pembelajaran, Alat/Bahan & Sumber Belajar

❖ **Media**   : *Laptop* dan Buku Paket
❖ **Alat/Bahan :** *Smartphone* dan *WiFi*/Internet
❖ **Sumber Belajar :** Buku Bahasa Inggris Kelas VII, Kemendikbud, Revisi Tahun 2016
Bright An English Course for Junior High School Students Grade VII, Erlangga, Tahun 2018.

F. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (5 Menit)	
Orientasi: Guru membuka pertemuan mengucap salam dengan penuh syukur dan santun serta berdoa sebelum belajar dipimpin oleh siswa	
Motivasi: Guru mengecek kehadiran siswa di buku absent kelas	
Apersepsi: Guru menjelaskan materi yang akan dipelajari anak-anak hari ini	
Kegiatan Inti (30 Menit)	
Stimulation (Stimulus) **Telaah**	Peserta didik tertarik turut serta dalam kegiatan penjelasan dalam materi pembelajaran dengan tekun dan saksama
Problem Statement (Identifikasi Masalah) **Eksplorasi**	Peserta didik termotivasi membaca materi yang ada dibuku cetak dan mengerjakan contoh soal tentang ungkapan Terimakasih dan Permintaan maaf.
Data collecting (Mengumpulkan Data) **Rumuskan**	Peserta didik mengerjakan soal tentang ungkapan Terimakasih atau Permintaan Maaf yang ada dibuku paket.
Data Processing (Mengolah Data) **Presentasikan**	Peserta didik mengumpulkan buku, hasil dari mengerjakan tugas sesuai materi yang diajarkan.
Verification (Memverifikasi) **Aplikasikan**	Peserta didik dapat mengaplikasikan dalam berbagai situasi seperti latihan (mengerjakan soal di buku paket/latihan) yang memungkinkan peserta didik untuk menerapkannya pada situasi sederhana dengan tekun dan cermat serta dapat membuat kalimat sederhana tentang Ungkapan Terimakasih atau Permintaan Maaf dalam sebuah percakapan.
Generalization (Menyimpulkan) **Duniawi** **Ukhrowi**	**Duniawi:** Peserta didik menyampaikan pendapatnya tentang apa yang telah dipelajari pada pertemuan hari ini. **Ukhrowi**: Dalam sebuah hadits dikatakan bahwa: "Dari Abu Hurairah RA, dari Nabi SAW beliau bersabda, "Barang siapa yang tidak memenuhi undangan, sungguh ia telah berbuat durhaka kepada Abul Qasim (H.R Muslim)"
Kegiatan Penutup (5 Menit)	
Peserta didik menanyakan hal-hal yang masih diragukan dan melaksanakan evaluasi dengan jujur dan penuh rasa ingin tahu	
Peserta didik turut membantu memberikan penjelasan tentang hal-hal yang diragukan peserta didik lain dengan percaya diri sehingga informasi menjadi benar dan tidak terjadi kesalahpahaman terhadap materi dengan tekun.	

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Mata Pelajaran	Bahasa Inggris	**Materi Pokok**	*Congratulations*
Kelas/Semester	VII/Ganjil	**Alokasi Waktu**	1 Kali Pertemuan (40 menit)
Kompetensi Dasar	3.5 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk greeting card, dengan memberi dan meminta informasi terkait dengan hari-hari spesial, sesuai dengan konteks penggunaannya.		
	4.5 Menyusun teks khusus dalam bentuk greeting card, sangat pendek dan sederhana, terkait hari-hari spesial dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.		
Indikator Pencapaian Kompetensi (IPK)	3.5.1 Mencermati dan menemukan perbedaan dan persamaan dari beberapa *greeting card* untuk hari spesial tertentu.		
	3.5.2 Mengidentifikasi unsur kebahasaan yang ada dalam *greeting card.*		
	3.5.3. Mengidentifikasi informasi rinci dalam *greeting card.*		
	4.5.1 Menyusun kalimat acak dalam pernyataan yng ada pada *greeting card.*		
	4.5.2 Membuat *greeting card* terkait hari istimewa yang relevan dengan peserta didik saat itu.		

G. Tujuan Pembelajaran

Melalui pendekatan TERPADU dan penerapan model pembelajaran CLT, peserta didik diharapkan mampu:

13) Mengamati ungkapan atau tutur kata yang digunakan dalam *greeting card.*
14) Mengidentifikasi ungkapan yang digunakan dalam *greeting card.*
15) Menirukan ungkapan untuk *greeting card..*
16) Membuat percakapan pendek dalam menggunakan ungkapan *greeting card.*
17) Menggunakan struktur teks dan unsur kebahasaan ungkapan *greeting card* dengan benar dan tepat
18) Melakukan percakapan *greeting card* secara berkelompok atau berpasangan dengan sopan, tanggung jawab, peduli, santun, danpercaya diri.

H. Media Pembelajaran, Alat/Bahan & Sumber Belajar

- ❖ **Media** : *Laptop* dan Buku Paket
- ❖ **Alat/Bahan** : *Smartphone* dan *WiFi*/Internet
- ❖ **Sumber Belajar** : Buku Bahasa Inggris Kelas VII, Kemendikbud, Revisi Tahun 2016
  Bright An English Course for Junior High School Students Grade VII, Erlangga, Tahun 2018. PPT.

I. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (5 Menit)
Orientasi: Guru membuka pertemuan mengucap salam dengan penuh syukur dan santun serta berdoa yang dipimpin oleh salah satu peserta didik
Motivasi: Guru mengecek kehadiran peeserta didik
Apersepsi: Guru menjelaskan materi yang akan dipelajari anak-anak hari ini dengan menggunakan PPT

Kegiatan Inti (30 Menit)	
Stimulation (Stimulus) **Telaah**	Peserta didik tertarik turut serta dalam kegiatan penjelasan dalam materi pembelajaran dengan tekun dan saksama
Problem Statement (Identifikasi Masalah) **Eksplorasi**	Peserta didik termotivasi membaca materi yang ada di PPT dan mengerjakan contoh soal tentang ungkapan greeting card.
Data collecting (Mengumpulkan Data) **Rumuskan**	Peserta didik mengerjakan soal tentang ungkapan greeting card yang ada dibuku paket.
Data Processing (Mengolah Data) **Presentasikan**	Peserta didik mengumpulkan tugas greeting card.
Verification (Memverifikasi) **Aplikasikan**	Peserta didik dapat mengaplikasikan dalam berbagai situasi seperti latihan (mengerjakan soal di buku paket/latihan) yang memungkinkan peserta didik untuk menerapkannya pada situasi sederhana dengan tekun dan cermat serta dapat membuat kalimat sederhana tentang greeting card dalam sebuah percakapan.
Generalization (Menyimpulkan) **Duniawi** **Ukhrowi**	**Duniawi:** Peserta didik menyampaikan pendapatnya tentang apa yang telah dipelajari pada pertemuan hari ini. **Ukhrowi**: Dalam sebuah hadits dikatakan bahwa: "Nabi SAW bersabda, "Barang siapa beriman kepada Allah dan hari Akhir, maka berkatalah yang baik atau diam" (HR. Bukhori Muslim)
Kegiatan Penutup (5 Menit)	
Peserta didik menanyakan hal-hal yang masih diragukan dan melaksanakan evaluasi dengan jujur dan penuh rasa ingin tahu	
Peserta didik turut membantu memberikan penjelasan tentang hal-hal yang diragukan peserta didik lain dengan percaya diri sehingga informasi menjadi benar dan tidak terjadi kesalahpahaman terhadap materi dengan tekun	

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Mata Pelajaran	Bahasa Inggris	Materi Pokok	*There are many People*
Kelas/Semester	VII/Ganjil	Alokasi Waktu	1 Kali Pertemuan (40 menit)
Kompetensi Dasar	3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan there is/are).		
	4.6. Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.		
Indikator Pencapaian Kompetensi (IPK)	3.6.1 Mengidentifikasi jenis-jenis *quantifier*.		
	3.6.2 Melengkapi pernyataan menggunakan *quantifiers* yang tepat		
	3.6.3 Membuat frasa yang tepat dengan menggunakan *quantifiers* yang tepat.		
	4.6.1 Menulis kalimat dengan menggunakan *quantifiers* untuk memberi informasi terkait keberadaan orang, benda, binatang.		

J. Tujuan Pembelajaran

Melalui pendekatan TERPADU dan penerapan model pembelajaran CLT, peserta didik diharapkan mampu:

19) Mengamati ungkapan atau tutur kata yang digunakan dalam *quantifie*.
20) Mengidentifikasi ungkapan yang digunakan dalam *quantifier*.
21) Menirukan ungkapan untuk *quantifier*.
22) Membuat percakapan pendek dalam menggunakan ungkapan *quantifier*.
23) Menggunakan struktur teks dan unsur kebahasaan ungkapan *quantifier* dengan benar dan tepat.
24) Melakukan percakapan *quantifier* secara berkelompok atau berpasangan dengan sopan, tanggung jawab, peduli, santun, dan percaya diri.

K. Media Pembelajaran, Alat/Bahan & Sumber Belajar

❖ **Media**   : *Laptop* dan Buku Paket
❖ **Alat/Bahan** : *Smartphone* dan *WiFi*/Internet
❖ **Sumber Belajar** : Buku Bahasa Inggris Kelas VII, Kemendikbud, Revisi Tahun 2016
            Bright An English Course for Junior High School Students Grade VII,
            Erlangga, Tahun 2018.

L. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (5 Menit)
Orientasi: Guru membuka pertemuan mengucap salam dengan penuh syukur dan santun serta berdoa sebelum belajar dipimpin oleh siswa
Motivasi: Guru mengecek kehadiran siswa di buku absent kelas
Apersepsi: Guru menjelaskan materi yang akan dipelajari anak-anak hari ini
Kegiatan Inti (30 Menit)

Stimulation (Stimulus) **Telaah**	Peserta didik tertarik turut serta dalam kegiatan penjelasan dalam materi pembelajaran dengan tekun dan saksama
Problem Statement (Identifikasi Masalah) **Eksplorasi**	Peserta didik termotivasi membaca materi yang ada dibuku cetak dan mengerjakan contoh soal tentang *quantifier*
Data collecting (Mengumpulkan Data) **Rumuskan**	Peserta didik mengerjakan soal tentang ungkapan *quantifier* yang ada dibuku paket.
Data Processing (Mengolah Data) **Presentasikan**	Peserta didik mengumpulkan buku, hasil dari mengerjakan tugas sesuai materi yang diajarkan.
Verification (Memverifikasi) **Aplikasikan**	Peserta didik dapat mengaplikasikan dalam berbagai situasi seperti latihan (mengerjakan soal di buku paket/latihan) yang memungkinkan peserta didik untuk menerapkannya pada situasi sederhana dengan tekun dan cermat serta dapat membuat kalimat sederhana tentang *quantifier* dalam sebuah percakapan.
Generalization (Menyimpulkan) **Duniawi** **Ukhrowi**	**Duniawi:** Peserta didik menyampaikan pendapatnya tentang apa yang telah dipelajari pada pertemuan hari ini. **Ukhrowi**: Dalam sebuah hadits dikatakan bahwa: "Nabi SAW beliau bersabda, "Barang siapa yang tidak mensyukuri yang sedikit, maka ia tidak akan mampu mensyukuri sesuatu yang banyak" (H.R. Ahmad)
Kegiatan Penutup (5 Menit)	
Peserta didik menanyakan hal-hal yang masih diragukan dan melaksanakan evaluasi dengan jujur dan penuh rasa ingin tahu	
Peserta didik turut membantu memberikan penjelasan tentang hal-hal yang diragukan peserta didik lain dengan percaya diri sehingga informasi menjadi benar dan tidak terjadi kesalahpahaman terhadap materi dengan tekun.	

KEPUTUSAN DEKAN FAKULTAS TARBIYAH

Nomor : 208 Tahun 2020
Tentang
PENUNJUKAN PEMBIMBING 1 DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP

Menimbang	:	a.	Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
		b.	Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
		c.	Surat permohonan peralihan pembimbing pada tanggal 22 juni 2020 dan Surat Keputusan Dekan Fakultas Tarbiyah Nomor : 08 Tahun 2020 tentang penunjukan pembimbing 1 dan 2 dalam penulisan skripsi pada tanggal 07 Januari 2020;
Mengingat	:	1.	Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
		2.	Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
		3.	Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
		4.	Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
		5.	Keputusan Menteri Agama RI Nomor B.II/3/15447,tanggal 18 April 2018 tentang Pengangkatan Rektor IAIN Curup Periode 2018-2022.
		6.	Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
		7.	Keputusan Rektor IAIN Curup Nomor : 0047 tanggal 21 Januari 2019 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.

M E M U T U S K A N :

Menetapkan				
Pertama	:	1.	**Jumatul Hidayah, M.Pd**	**19780224 200212 2 002**
		2.	**Eka Apriani, M.Pd**	**19900403 201503 2 005**

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A	:	**Tri Santo**
N I M	:	**16551048**
JUDUL SKRIPSI	:	**The Implementation of total Physical Respond (TPR) Strategy toward the students' vocabulary Mastery (Qualitative in 7th at MTs Miftahul Huda Kosgoro)**

	:	Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
Ketiga	:	Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
Keempat	:	Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
Kelima	:	Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
Keenam	:	Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
Ketujuh	:	Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,
Pada tanggal 09 Juli 2020
Dekan,

Rinaldi Nurmal

Tembusan :
1. Rektor
2. Bendahara IAIN Curup;
3. Kabag Akademik kemahasiswaan dan kerja sama;
4. Mahasiswa yang bersangkutan;

KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : TRI SANTO
NIM : 16551048
FAKULTAS/JURUSAN : Tarbiyah / Tadris Bahasa Inggris
PEMBIMBING I : Jumatul Hidayah, M.Pd
PEMBIMBING II : Dr. Eka Apriani, M.Pd
JUDUL SKRIPSI : Teaching English by Using Total Physical Response (TPR) Strategy (Qualitative in 7th Grade at MTs MIFTAHULHUDA KOSGORO

* Kartu konsultasi ini harap dibawa pada setiap konsultasi dengan pembimbing 1 atau pembimbing 2;

* Dianjurkan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sebanyak mungkin dengan pembimbing 1 minimal 2 (dua) kali, dan konsultasi pembimbing 2 minimal 5 (lima) kali dibuktikan dengan kolom yang di sediakan;

* Agar ada waktu cukup untuk perbaikan skripsi sebelum diujikan di-harapkan agar konsultasi terakhir dengan pembimbing dilakukan paling lambat sebelum ujian skripsi.

KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : TRI SANTO
NIM : 16551048
FAKULTAS/JURUSAN : Tarbiyah / Tadris Bahasa Inggris
PEMBIMBING I : Jumatul Hidayah, M.Pd
PEMBIMBING II : Dr. Eka Apriani, M.Pd
JUDUL SKRIPSI : Teaching English by Using Total Physical response (TPR) Strategy (Qualitative in 7th Grade at MTs MIFTAHUL HUDA kosgoro)

Kami berpendapat bahwa skripsi ini sudah dapat diajukan untuk ujian skripsi IAIN Curup.

Pembimbing I,

Jumatul Hidayah, M.Pd
NIP. 197802 24 200212 2 002

Pembimbing II,

Dr. Eka Apriani, M.Pd
NIP. 199004 03 201503 2 005

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1	13/2 2021	Materi/isi Bab I		
2	26/7 2021	Revisi bab I – III		
3	4/6 2021	Metode Penilitian		
4	30/5 2022	Question on Bab IV		
5	7/6 2022	Revisi Bab IV		
6	7/7 2022	Kesesuaian bab I – V		
7	12/7 2022	Revisi bab I – V		
8	25/7 2022	Penyempurnaan isi & hal lain-lain bab I – V		

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1	29/12 2020	Background bab I		
2	12/02 2021	Revisi Bab I – III		
3	29/6 2021	Revisi Bab I – III		
4	13/7 2021	Perbaikan bab I – III		
5	13/9 2021	Metode Penilitian, on going bab IV		
6	7/8 2022	Keselarasan bab I – V		
7	7/7 2022	Revisi bab I – V		
8	25/7 2022	Penyempurnaan isi/Materi dan hal lain-lain bab I – V		

AUTOBIOGRAPHY

Tri Santo is the name of the author of this thesis. The author is the son of Puryadi alm and Ani Kusmawati alm . As the third child. The author was born in Curup,Rejang Lebong on January 21th 1998. The author took his education from elementary school (MI Miftahul Huda) Musi Rawas and graduated in 2010. Then continued junior high school (MTs Miftahul Huda) Musi Rawas graduated in 2013. Took it again in junior high school (SMAN 1 Terawas) Terawas and choosing a Paskibra, Rohis, Marcing Band, Scouth, IKI and graduating in 2016. It is not enough that the author continues to a higher school, namely at IAIN Curup, choosing the English language major.

The author was a member of the HMPS of English Study Program and developed talent there, and member of organization LDK. Outside the campus, the author also participated in the KAMMI injury time for activity and working with the good lecturer on Horticulture Plant Flowers and teaching private course. With perseverance and continue to learn and have high motivation the author has successfully completed this thesis and has received a bachelor's degree (S.Pd). He hopes the writing of this final project can contribute to education.

In the end, the writer would like to say profusely for the completion of the thesis entitled **" Teaching English by Using Total Physical Response (TPR) Strategy in 7th Grade at MTs Miftahul Huda)"**