# THESIS THE EFFECT OF TOTAL PHYSICAL RESPONSE (TPR) METHOD ON STUDENTS' SPEAKING SKILL AT ELEMENTARY SCHOOL UNISMUH MAKASSAR

(A Quasi Experimental Research)



Nirma

105071100423

Submitted in Partial Fullfilment of the Requrements for the Degree of Master of English Education

MASTER OF ENGLISH EDUCATION
POSTGRADUATE PROGRAM
UNIVERSITAS MUHAMMADIYAH MAKASSAR

2025

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### A THESIS

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# **MOTTO**

"There is nothing that Allah has ordained without wisdom.

Never leave the flow that Allah has ordained."

# **MOTTO**

"Tidak ada yang Allah <mark>takdirkan tanpa</mark> Hikmah, Jangan pernah keluar dari arus yang Allah tetapkan"

### **ABSTRACT**

Nirma 2025, The Effect of Total Physical Response (TPR) Method on Students' Speaking Skills at Elementary School. Thesis of Master of English Education Study Program, Postgraduate Program, Universitas Muhammadiyah Makassar. Supervisor I Saiful and Samsiarna Nappu as supervisor II.

This study aims to improve students' pronunciation and vocabulary skills. By applying the Total Psychal Response (TPR) method at SD Lab School Unismuh Makassar. This study used two classes to determine students' speaking ability using the TPR and TBLT methods and the results of differences in the two methods. The research method used was quasi-experimental by involving 44 students as samples in this study. The number of students was divided into experimental and control classes, with each class consisting of 22 students. The instruments used in this study were speaking test and recording to determine the value before and after the application of TPR method through pre test and post test. The average posttest score on pronunciation for the Experimental Class (65.90) was higher than the control class (33.33), and the average posttest score on vocabulary for the Experimental class (76.51) was higher than the control class (42.42). Using the TPR method shows that there is an influence on accuracy which consists of pronunciation and vocabulary on students' speaking ability. Based on hypothesis testing, it shows that the alternative hypothesis (Ha) is accepted and the null hypothesis (H0) is rejected. The results showed that in the experimental class there was a significant increase from pre-test to post-test using the TPR method compared to the results of the control class using the TBLT method. So, it can be concluded that the use of TPR method affects students' speaking ability in terms of pronunciation accuracy and vocabulary at the laboratory school of SD Unismuh Makassar.

Keywords: Total Physical Response, Speaking Skill, Pronunciation and Vocabulary

### **ABSTRAK**

Nirma 2025, Pengaruh Metode Total Physical Response (TPR) Terhadap Keterampilan Berbicara Siswa Di Sekolah Dasar. Tesis Program Studi Magister Pendidikan Bahasa Inggris, Program Pascasarjana, Universitas Muhammadiyah Makassar. Pembimbing I Saiful dan Samsiarna Nappu sebagai pembimbing II.

Penelitian ini bertujuan untuk meningkatkan kemampuan pengucapan dan kosa kata siswa. Dengan menerapkan metode Total Psychal Response (TPR) di SD Lab School Unismuh Makassar. Penelitian ini menggunakan dua kelas untuk mengetahui kemampuan berbicara siswa dengan menggunakan metode TPR dan TBLT serta hasil perbedaan pada kedua metode tersebut. Metode penelitian yang digunakan adalah kuasi eksperimental dengan melibatkan 44 siswa sebagai sampel dalam penelitian ini. Jumlah siswa tersebut dibagi kedalam kelas eksperimental dan kelas control, dengan masing-masing kelas terdiri dari 22 siswa. Instrumen yang digunakan dalam penelitian ini adalah speaking test dan recording untuk mengetahui nilai sebelum dan sesudah penerapan TPR method melalui pretest dan posttest. Nilai rata-rata posttest pada pronunciation untuk Experimental Class (65.90) lebih tinggi dari kelas control (33.33), dan nilai rata-rata post test pada kosa kata untuk kelas Eksperimental (76.51) lebih tinggi dari kelas control (42.42). Menggunakan metode TPR menunjukkan bahwa adanya pengaruh pada accuracy yang terdiri dari pronunciation dan vocabulary terhadap kemampuan berbicara siswa. Berdasarkan pengujian hipotesis menunjukkan bahwa hipotesis alternatif (Ha) diterima dan hipotesis nol (H0) ditolak. Hasil penelitian menunjukkan bahwa pada kelas eksperimen terdapat peningkatan yang signifikan dari pre-test ke posttest dengan menggunakan metode TPR dibandingkan dengan hasil kelas kontrol yang menggunakan metode TBLT. Jadi, dapat disimpulkan bahwa penggunaan metode TPR mempengaruhi kemampuan berbicara siswa dalam hal ketepatan pelafalan dan kosakata di sekolah laboratorium SD Unismuh Makassar.

Kata Kunci: Total Physical Response, Ke<mark>m</mark>ampuan Berbicara, Pelafalan dan Kosakata.

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- 3. Head of Master of English Language Education Study Program, Dr. Radiah Hamid, M.Pd.
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Makassar, 20 September 2025 Researcher

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# TABLE OF CONTENTS

	OVER	
AP	PROVAL SHEET	ii
EX	AMINER APPROVAL SHEET	Kesalahan! Bookmark tidak ditentukan.
TH	ESIS AUTHENTICITY	Kesalahan! Bookmark tidak ditentukan.
AB	STRACT	viii
AB	STRAK	ix
	KNOWLEDGEMENTS	
LIS	ST OF TABLES	xiii
	ST OF PICTURE	
LIS	ST OF APPENDICES	xv
CH	APTER I	1
IN	FRODUCTION	1
A.	Background	1
B.	Research Questions	6
C.	Objective of the Study	6
D.	Significance of the Study	
E.	Scope of the Study	7
CH	APTER II	
LI	TERATURE REVIEWS	8
<b>A.</b> ]	Related Al-Qur'an Verses and <mark>Hadith</mark>	8
B.	Concept of Variables	9
1	. The Concept of Speaking	9
2	. The Concept of Total Physical Response	(TPR)17
	3. The Conceps of Task Based Language	<b>Feaching (TBLT)</b> 31
4	. Conceptual Framework	32
5	. Hypothesis	34
CH	APTER III	35
RE	SEARCH METHOD	35
A.	Research Design	35
В.	Population and Sample	
C.	Research Variables and Indicators	
D.	Research Instruments	37

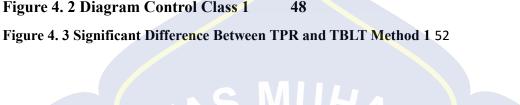
E. Pr	ocedure of Collecting Data	.38
F. Da	ata Analysis Techniques	.40
СНАРТ	TER IV	.43
RESEA	RCH FINDINGS AND DISCUSSION	.43
A. Fi	ndings	.43
1.Th	e Effect of TPR Method on Students' Speaking	.43
	e Effect of TBLT Method on Students' Speaking in Control Class	
_	nificant Difference Between Students' Speaking Skill Who are Taughting TPR Method And Those Who are Taught Using TBLT Method	.51
	scussion	
1.Th	e Effect of TPR Method on Students' Speaking	.53
	e Effect of TBLT Method on Students' Speaking	
	e Significant Difference Between th <mark>e St</mark> udents' who Taught Using TPR a ose who are Taught Using <mark>TB</mark> LT	
СНАРТ	TER V	.61
CONCI	LUSION AND SUGGESTION	.61
A. Co	onclusions	.61
B. Su	ggestions	.62
REFER	ENCY.	.63
APPEN	DICESKesalahan! Bookmark tidak ditentuk	an.
DOCUM	MENTATION of LEARNING PROCESS	100
CUDDI	CHI HM VITAE	102

# LIST OF TABLES

Table 2.1 Material of English by TPR 127
Table 3.1. A-quasi experimental design 1
Table 3.2. Variable and Indicators 1
Table. 3. 3 Calculating Students' score 140
Table 3.4 The scoring classification accuracy for Pronunciation 141
Table 3.5 The scoring classification accuracy for vocabulary 142
Table 4.1 Students' Pre test and Post test about Pronunciation and
Vocabulary 243
Table 4.2 The Students Frequency of Pre Test and Post Test in Pronunciatio
Table 4.3 The Students Frequency of Pre Test and Post Test in Vocabulary 2
46
Table 4.4 Students' Pre test and Post test about Pronunciation and
Vocabulary 2
Table 4.5 The Students Frequency of Pre Test and Post Test in Pronunciation
249
Table 4.6 The Students Frequency of Pre Test and Post Test in Vocabulary 2
Table 4.7. Significance of Difference Between TPR Method and TBLT
Method 251

# LIST OF PICTURE

Figure 4. 1 Diagram Experimental Class	ss 1	 44
Figure 4. 2 Diagram Control Class 1	48	



# LIST OF APPENDICES

Appendix 1. Instrument of the Research 1	59
Appendix 2 Teaching Material 1	79
Appendix 3 Pre-Test Tpr 1	31
Appendix 4 Post Test Tpr 1	32
Appendix 5 LKPD 1	34
Appendix 6 The Students' Score on Pronunciation in Pre Test 1	37
Appendix 7 Data Analysis Result 1	)5
Appendix Statistics SPSS 8 1	<del>)</del> 7
Appendix 9 Research lesense 19	)9
Appendix 10 Documentation in Learning Process 1	00

### **CHAPTER I**

### INTRODUCTION

# A. Background

Communication is a fundamental aspect of independence among human beings. to participate in social interaction and communication activities. Practical language knowledge, or the application of theoretical knowledge in real-world situations, is a component of communicative competence (Salkić & Hadžiefendić, 2024). In addition, communication certainly requires language skills. In this case, there are many kinds of languages, such as mother tongue, foreign language and national language. The foreign language in this case is English which is an international language. In the context of globalization and technological advancement, English has become a communication tool that connects people from many sectors (Abimanto & Oktavia, 2023).

English has become one of the important requirements for becoming competitive human resources. Therefore, English is a subject that must be studied in schools at various levels, including at the elementary school level. The English language teaching given in tertiary institutions is slightly different from that given in school, even though in the process of teaching the language, both in oral and written format, the main goal of teaching English is always the same, namely to have knowledge of the language. In English there are 4 main components of English language.

proficiency such as listening, speaking, reading and writing (Sulistiyaningsih, 2023). If one of the students has expressed his understanding of the four skills mentioned above, then that student is considered clever or proficient in English. To be able to communicate with others, students in the classroom need to learn and perfect these skills. Schools public and private as well as kindergartens have been in competition with one another to adopt or apply English, which has led to the language's extremely rapid expansion (Maili, 2018.) Students must develop their speaking skills so they can communicate effectively by learning about speaking skills.

Speaking Skill is important aspects of foreign language learning, because speaking is one of the importance and essential skill that must be practiced. By speaking, people are able to know what kinds of situations in the world. People who have ability to speak will be better in sending and receiving information or message to other. Speaking is the process of building and sharing meaning through the uses of verbal and nonverbal symbol in various contexts, (Rospinah, 2021). Thus, master in speaking, the students should use English as a habit not only taught and learned because the students have to use in daily conversation (Rahman, 2015).

In Indonesia, teaching English at the elementary level aims to introduce the language from an early age so that students can have a strong foundation in English language skills. However, many students experience difficulties in mastering speaking skills due to various factors, such as limited vocabulary, low self-confidence, and ineffective teaching methods. Teaching English to students can be difficult because they are different from adults in many ways. Children have a short attention span. They need more friendly and engaging English training. There are many ways to teach English to children, including the TPR (Total Physical Response) approach.

According to Tandilo & Sirjon, (2024) said that the use of the TPR method has a positive influence on the listening skills of children aged 5-6 years because the TPR method can help children understand the content of the message conveyed through the strategy of using TPR, students can take an active role. TPR can help students to more easily understand English learning because this method allows students to better grasp the meaning of the instructions through the physical movements performed by the teacher when teaching English. In research by Baiq et al (2022) said that TPR can improve students' vocabulary mastery. Through several studies, foreign language teachers often use this approach when teaching languages in class. This approach is one of the approaches that is widely used and is appropriate for language teaching. This approach is not only suitable for young children, but can also be used successfully to teach adults and teenagers of various levels (Amaniarsih & Firdaus, 2019). TPR was used to teach languages via wholebody exercises (JingXu, 2020). why even choose TPR? because this strategy gives students the opportunity to understand and respond to language naturally, without pressure to speak at an early stage, thus making them feel more comfortable and confident when they need to speak. The TPR method is a

language teaching method that is built on the coordination of speech and action (Arsanti, 2023).

In the teaching and learning process in the classroom, the active role of educators as teachers and students is very important for the continuity of effective learning and achieving the desired teaching goals. Therefore, an educator must be rich in teaching strategies in the classroom, especially in teaching a foreign language such as English, which we all know is not a first language but a second language whose teaching needs to require many methods so that it can be well received by students when learning.

According to research conducted by Freeman and Anderson (2011) shows that TPR helps students internalize language more effectively through physical actions that match verbal commands. This is especially relevant for elementary school students, who tend to be more active and understand instructions more easily through physical activity. In the context of elementary schools at Unismuh Makassar, the TPR strategy is still underused. Through observations made by researchers, the approach or method for teaching English, especially at Unismuh Elementary School in Makassar, still does not use the TPR method so that this method is suitable as an approach in teaching English in grade 2. Especially for grade 2 elementary school, there are still difficulties in English pronunciation so that language comprehension The students' English is still lacking and it is very difficult to speak English. Through this, teachers must have many ways or methods in providing English language teaching at the elementary school stage, especially at the lower level where overall students

still have difficulty understanding English, including pronunciation. Being rich in methods or ways of learning is very important because it can make it easier for English teachers to teach foreign languages such as English specifically to elementary school children and can also make it easier for students to learn when the methods given by the teacher are appropriate to the learning. According to Rohayati (2014) language learning methods are behaviors or actions that learners use to make language learning successful, independent and enjoyable. So, a method is a well-arranged plan to achieve a goal, and every teacher must have their own way of providing learning to their students.

Seeing several studies related to TPR, it can help the learning process, including making it easier for students to understand, so in this research the researcher will use the TPR method, with the hope that it can be a solution to improve students' speaking skills, especially in teaching English in class 2 of elementary schools where they still have difficulty understanding English. so students have problems speaking English. Therefore, the TPR method wants to be tested by researchers in the hope of being able to help the teaching and learning process in English.

Based on the method above, the use of Total Physical Response is expected to be suitable for answering and resolving English speaking problems faced by students at SD Unismuh Makassar. Therefore, the researcher conduct Research entitle "The Effects of Total Physical Response Method on Students' Speaking Skill at SD Unismuh Makassar".

# **B.** Research Questions

- 1. Does the use of TPR affect the students' speaking of 2nd Grade elementary school Unismuh Makassar?
- 2. What is the effect of TBLT on the students' speaking of 2nd Grade elementary school Unismuh Makassar?
- 3. Is there any significant difference between the students who are taught by using TPR and those who are taught using TBLT?

# C. Objective of the Study

- 1. To find out the effect of TPR method on students' speaking of 2nd Grade elementary school Unismuh Makassar.
- To find out the effect of TBLT method on students' speaking of 2nd Grade elementary school Unismuh Makassar.
- 3. To find out whether or not there is a significant difference between the students who taught using TPR and those who are taught by using TBLT method.

# D. Significance of the Study

The results of this research are expected to be useful for the readers. Basically, there are two types of research that have theoretical meaning, and practical meaning. Theoretically, this research aims to introduce the use of the Total Physical Response method, especially in language teaching. Apart from that, this research can enrich theories and previous research findings regarding skills in teaching English. Then practically the researcher used the Total Physical Response method to be used as an alternative method that

teachers can use with students so that students can practice and develop speaking skills, especially in English.

# E. Scope of the Study

This research was used TPR (Total Physical Response) method to see students' speaking ability. In speaking there are five elements, of the five elements this research only focuses on two elements namely pronunciation and vocabulary. The research focus on pronunciation and vocabulary because pronunciation and vocabulary are appropriate to be studied on the ability of students who are still in the process of the early stages of learning English, especially in speaking.

# **CHAPTER II**

### LITERATURE REVIEWS

# A. Related Al-Qur'an Verses and Hadith

Speaking is one of the communication tools to interact with fellow humans, speaking is also a process of conveying information, opinions, feelings and so on. As explained in surah *Thoha* verses 25-28 which is also the prayer of Prophet Moses a.s as follows:

Robbis rohlii shodrii, wa yassirlii amrii, wahlul 'uqdatam mil lisaani yafqohu qoulii.

Meaning: "O my Lord, make my chest easy for me, and my affairs easy for me, and remove the stiffness from my tongue, that they may understand my words."

In Q.S *Thaha* this explains the ease of speaking both interacting and conveying something. This verse is very related to the title that the researcher raised related to the ability to speak specifically in English.

Apart from the verse above about the ability to speak, the hadith from the Prophet Muhammad is related to the title that the researcher raises, namely related to the TPR method as a learning method in helping speaking skills. The hadith is as follows:

# Hadith about gentleness in teaching:

Rasulullah SAW said:

"His true gentleness is not in something but will attract it, and will not be removed from something but will forgive it."

(HR. Muslim, No. 2594)

This hadith encourages the use of gentle approaches, such as TPR which is movement-based and involves children in a fun way.

Based on the verses of the Qur'an and Hadith above, it can be concluded that in the demands of knowledge, the involvement of the five senses such as hearing, sight and movement is very important to help understanding in the teaching and learning process, especially in speaking.

# **B.** Concept of Variables

# 1. The Concept of Speaking

# a. Defenition of Speaking Skill

One of the most crucial communication skills in the world is speaking. It's used by people to share significant details about one another. It is very important for us to learn and utilize English if we speak it when interacting with people abroad For pupils to learn language skills in school and to advance their proficiency in the future, speaking instruction is essential (Crisianita & Mandasari, 2022).

Speaking is a productive skill that can be directly and empirically observed, according to Brown (2004). However, the validity and reliability of an oral production test are inevitably compromised by

the accuracy and efficacy of a test-taker's listening skill. Students can communicate knowledge and express their thoughts and feelings by speech. Human communication is based on talking since it is the most direct way for individuals to engage with each other (Crisianita & Mandasari, 2022).

According to Masuram and Sripada (2020), speaking is the most difficult to master out of the three basic learning skills: reading, writing, and listening. Students need to learn appropriate grammar and vocabulary in order to improve their speaking skills. Speaking can be beneficial and involves a large number of people (Masuram & Sripada 2020). Consequently, honing these skills requires time. Low speaking abilities among students, particularly in institutions of higher learning, make it difficult for them to operate efficiently. As a result, students in higher education place a great importance on communication abilities (Alsaraireh, 2022). Apart from the viewpoints expressed above, speaking is defined in Nirma's research (2022) as a process of engaging in communication activities with others in order to obtain information. Speaking is also a process that starts with an ear, after which the listener interprets the information in order to create new knowledge through the communication process. A teacher has to give more Attention and provide various activities in teach speaking skills to improve students' ability to speak (Saiful, 2014).

Based on the explanations above, it can be concluded that speaking is a way to communicate in order to convey and obtain information. Furthermore, through speaking, individuals can communicate with one another, especially when it comes to the speaking skills of elementary school children, it is essential to practice speaking in English as much as possible.

# b. The Importance of Speaking

Humans are wired to speak before they can learn to read and write. More often than not, humans engage in spoken interactions with language as opposed to written forms of communication. Speaking is the most important talent because it's one of the things you need to do in order to conduct a discussion. Since English is a universal language that is used for both business and pleasure, learning it is necessary for a variety of reasons, including increased employment prospects, a larger network of relationships, and the convenience of traveling to any English-speaking country without a translator (Bakri et al., 2021). Speaking English is difficult since it involves understanding several key ideas, such as pronunciation, grammar, vocabulary, fluency, and comprehension. Fluency in English is necessary for learners to engage in productive and easy-to-interact social interactions. Speaking is used twice as often as reading and writing combined in her study on language use outside of the classroom (Leong & Ahmadi, 2017).

The integration of the other language abilities indicates the importance of speaking. Speaking with others fosters the growth of vocabulary and grammar, which in turn improves writing abilities. Pupils can chat, debate, ask questions, tell tales, convey their feelings and thoughts, and demonstrate the different ways that language can be used. Speaking is essential outside of the classroom. As a result, language speakers have greater options for employment across various businesses and organizations. Speaking is a crucial part of the English language learning process for kids since it helps them apply the language. The ability to communicate orally has been crucial to human success. Speaking ability is important, as seen by people's daily actions. Speaking is a collaborative activity that takes place in real time (Leong & Ahmadi, 2017).

# c. Elements of Speaking

According to Leong & Ahmadi (2017) Pronunciation, grammar, vocabulary, fluency, and comprehension are the five elements of speaking skills:

# 1. Pronunciation

Pronounciation is giving words the correct accents, number of syllables, and letter sounds is known as pronunciation. The capacity to apply the proper pressure, rhythm, and intonation of a phrase in a spoken language is known as pronunciation. Additionally, pronunciation is the

process or outcome of creating speech sounds, as well as intonation and articulation strain, usually in relation to three fashionables of accuracy or acceptability,

### 2. Grammar

One of the elements that sets up each word in sentences is grammar. Students must be able to construct proper sentences in discussion. Tenses, for instance, are frequently used in communication. Grammar must be used in informal communication by both speakers and listeners to ensure that the chosen message,

# 3. Vocabulary

One of the most important aspects of learning a foreign language that beginners eventually come into is expanding their vocabulary. In the past, mastering vocabulary was disregarded when learning a language. However, there has been a huge increase in interest in this area in recent years. Finding efficient methods to improve vocabulary mastery has been a top priority for language teachers. Studying vocabulary is more significant than knowing a word's form and meaning. Vocabulary approaches the proper diction utilized in communication. According to Ahmadi (2012) One cannot effectively or explicitly communicate their ideas orally or in writing if they lack a sufficient vocabulary.

# 4. Fluency

According to Harmer (2008), good pronunciation goes beyond simply pronouncing words or perhaps a person's sounds correctly. To avoid misunderstandings, fluency in communication must be clear. Fluency is the capacity to read, speak, or write with ease, fluidity, and expressiveness. To put it another way, the speaker is able to read, comprehend, and react in a language that is clear and succinct while connecting context and meaning.

# 5. Comprehension

In oral communication, the subject must initiate the conversation, respond, and talk.

Based on several elements of speaking above, in this study, the researcher only wanted to look at students' speaking skills in terms of pronunciation and vocabulary in speaking ability when using the Total Psychological Response strategy. Why do we need vocabulary and pronunciation because looking at the basic abilities of lower grade students, the most important thing to pay attention to in speaking is the pronunciation and vocabulary that is spoken, especially when talking about English which is not their mother tongue, The basic thing for researchers regarding speaking ability is in terms of students' pronunciation and vocabulary.

# d. Principles of Teaching Speaking Skills

According to Anuradha et al (2014), following are the principles of teaching speaking skills:

- 1. Encourage students to speak from day one. If not, as early as possible and don't wait until the teacher teaches them vocabulary, phrases or sentences.
- Give tolerance to students if some students just repeat what they said. - If a student gives a one-word answer to every question, hold back for a while.
- 3. Let students speak actively with the English knowledge they have.
- 4. Propose structures/phrases/words and let students use them in different situations and practice as much as possible.
- 5. Encourage back-chaining or tail-forwarding techniques to create long sentences by combining more than ten sentences.
- 6. Organize role plays and pair work as much as possible and supervise students to correct active students and activate passive students.
- 7. Prepare well in advance in terms of planning lessons, activities and assignments.
- Let students make mistakes and errors at an early stage.
   Interruptions and corrections will hinder fluency and discourage learners.

 Individual weaknesses must be taken into account and teachers must be sympathetic in providing individual attention.

# e. Speaking Problem

When encouraging students to speak in class, teachers may run into a few speaking proficiency issues. According to Tuan and Mai (2015), these include inhibition, limited involvement, lack of topical understanding, and mother tongue use.

- 1) The first issue that pupils run across in class is inhibition. They occasionally feel shy to speak up in class when they want to.

  They worry about making errors and are afraid of being criticized. They feel embarrassed by the focus that other students have on them.
- 2) The second issue is that students often lament that they lack drive to express themselves and that they are at a loss for words. This is corroborated by (Leong & Ahmadi, 2017) who believes that students frequently have nothing to say, most likely because their lecturers chose a topic that is too advanced for them or they already know enough about it. According to Leong & Ahmadi, (2017) The aforementioned theory is further who noted that learners find it extremely challenging to respond when asked to describe anything in a foreign language by their teachers because they lack guidance on what to say, what vocabulary to use, or how to correctly employ grammar.

- 3) The low participation in the speaking class is the third issue. Because only one student speaks at a time and the other students strive to hear him or her, each student in a large class will have very little time to speak. Some students speak during the speaking portion of the lesson, while others hardly speak at all.
- 4) The last issue pertaining to speaking proficiency is that some students attempt to utilize their mother tongue in speaking classes since it comes naturally to them (Tuan & Mai, 2015).

# 2. The Concept of Total Physical Response (TPR)

# a. The Origin and Basic concept of TPR

In the 1960s, James Asher, a psychology professor at San Jose State University in California, created TPR. It is an instructional strategy which seeks to teach the language physical activity, where this technique imitate the model of how toddlers learn their first language. The use of TPR is predicated on the idea that the human brain is biologically predisposed to learning any language on earth, including deaf people's sign language. When we watch newborns internalize their first language, In this instance, verbal and physical communication are combined, with the youngster responding physically to the parents' words. The responses of the youngster are positively reinforced by the discourse of the parents (Andas, 2016).

Children don't speak for several months; they can just listen and understand the language. It's known as the internalization phase, during which code breaking takes place. The youngster will be able

to spontaneously repeat the language beyond this point. In TPR, listening comprehension should be reinforced since learners will identify words or sentences they hear from others, which will increase the comprehensibility of the information. speaking is postponed till after understanding abilities are solidified. According to Burns (1997), the acquisition of productive skills in language learning comes after comprehension abilities. This suggests that in order to reduce student stress when teaching speaking, the teacher should place more emphasis on meaning than form (Andas, 2016).

TPR is a technique that mimics how a childrens learns to speak, based on the definition given above. During instructional activities, teachers take on the role of role models, helping students understand concepts before requiring them to produce language in the classroom. Speaking at this point won't have to be forced; instead, it will come easily as a fun activity. When speaking ability finally emerged, it was no longer done correctly; there were a lot of mistakes. Still, if we allow mistakes made by pupils the same tolerance that we allow newborns to learn their first language, then speech will take on the structure of the lesson.

# b. Understanding of Total Physical Response

TPR method is One approach of teaching languages that relies on the synchronization of speech and movement (Hidayah, 2017). Zainullah (2016) also defines TPR as a language teaching method that

builds on the coordination of speech and action, a method of teaching language through physical activity that aims to teach proficiency orally at the initial level. The TPR method was developed by James Asher (1968) based on the results of his experience in observing children learning their first language. Asher (1968) concluded that interactions between parents and children often take the form of speech and are responded to with physical activity by children. Based on his observations, Asher (1968) formulated three hypotheses: first, language is learned through hearing; second, language learning and acquisition involves the right hemisphere of the brain; and third, language learning should not be under stress (Hidayah, 2017).

TPR is a language teaching method which emphasizes responding to verbal instructions using body movements (Wang et al., 2019). The TPR approach helps younger students do better when it comes to vocabulary acquisition (JingXu, 2020). Total Physical Response, or TPR, mimics how infants learn their mother tongue in a natural way. Students reply to directions from instructors in the new language by making gestures (Harrasi, 2014). Total Physical Response, or TPR, is a way of teaching language through physical activities. It is focused on the coordination of speech, movements, and orders. TPR is One that children can imitate naturally to learn their native language. Students respond to directions given by the teacher in the new language by using body movements (Harrasi, 2014). The TPR method is a better

method in language learning because it makes students feel happy, free from stress, everything taught can last a long time to remember, you don't have to think hard to understand because it is taught based on actions which younger students understand (Rahmawati et al., 2019).

TPR can be used to practice and teach various things. using the TPR method is that the teacher applies enjoyable learning so that students can understand English easily (Zulfa et al., 2023). According to Richards J (2001: 277) The TPR method is a language learning method based on coordination of commands, speech and movements and activities physique. In language teaching TPR is a method used in an effort to develop language mastery and communication skills as a result of body movements in response to language signs. In research, Mamma & Sirjon (2024) found that the TPR method had a positive effect on the listening skills of children aged 5-6 years. related to this research, TPR provides many conveniences in the teaching and learning process, including listening, which is the first step for students in understanding learning.

From several theories related to TPR that have been stated above, researchers can conclude that TPR is a method that emphasizes the relationship between speech and action. The main activity in the TPR method is giving orders to students to be obeyed and responded to in the form of action by students. Thus, students will more easily remember the words they have learned if they use body movements in

learning vocabulary. The TPR method is very good in learning English specifically in introducing vocabulary to young learners, especially at elementary school level so that students can recognize vocabulary easily.

# c. The Principles of TPR

TPR focuses on the use of physical movements in response to verbal commands, particularly in foreign language learning. Teachers as curriculum developers and facilitators must be able to comprehend the TPR method's guiding principles before introducing it to young learners of English so that they may apply it appropriately to classroom activities that support the teaching and learning process (Hidayah, 2017).

According to Asher (1968) as the creator of the TPR method in Tarigan. The three guiding principles of the Total Physical Response system are as follows:

- 1) delaying student speech until their comprehension of spoken language is fully established,
- 2) achieving successful comprehension of spoken language by extension,
- 3) achieving successful comprehension of spoken.

In addition, Larsen and Freeman (2000: 114) discuss a few principles related to the learning process while using the whole physical

response method. As a facilitator in the classroom, the teacher must create learning activities based on the following TPR principles.

- Meaning in the target language can be conveyed through action.
   Memory is activated through student responses. The target language should not be presented piece by piece or word for word.
- 2) Students' understanding of the target language should be developed before speaking.
- 3) Students can learn the language by using their body movements.
- 4) The imperative is a linguistic device that teachers can use to direct students' behavior.
- 5) Students can learn a language through observing actions as well as by performing actions themselves.
- 6) Feelings of success, confidence and low anxiety support language learning activities.
- 7) Students should not be given fixed routine memorization materials.
- 8) Corrections should be made in a non-intrusive way.
- 9) Students should not develop flexibility in understanding new combinations of the target language. They need to understand the exact sentences used in the exercises.
- 10) Language learning will be more effective with fun learning activities.
- 11) Speaking skills should be emphasized before written language.
- 12) Students will start speaking when they are ready.
- 13) Students are expected to make mistakes when they first start speaking.

# d. Benefits of Total Physical Response

This method can be utilized by students at any level, however it is better if applied to young learners or young students. As an alternative learning approach, according to Putri and Hasibuan (2021), we can recognize The benefits of TPR are as follows:

- It is enjoyable for students and can serve as a class activator; it is memorable and helps students retain words and phrases
- it enables kinesthetic learners who require active participation in class to learn to the fullest extent possible
- 3. it can be utilized in small or large classes
- 4. it doesn't matter how many students we have as long as the teacher is prepared.
- 5. All students can comprehend and use the target language because to this method's ability to match vocal words with physical gestures in classrooms with a wide range of student skills.
- 6. It doesn't require a lot of material preparation, and as long as we know exactly what we want to practice, it won't take long to get ready.
- 7. For pupils in beginning classes, TPR works incredibly well.

## e. Objectives of the Total Physical Response Method

Teaching oral skills at a young age is the main objective of Total Physical Response. Teaching fundamental speaking abilities is the primary goal, while comprehension is merely a means to that end. Freeman (1986) claims that TPR was created to lessen the anxiety

associated with learning a foreign language, which in turn motivates students to continue their studies once they reach a certain level of competency. According to the aforementioned statement, Total Physical Response serves a number of reasons.

- 1. Teaches entry-level oral skills.
- 2. Using comprehension as a tool for speaking
- 3. Using action-based exercises in the imperative form.

# f. Implement of TPR in English Language Teaching in Elementary School

Research on the application of Total Physical Response (TPR) in English language learning in elementary schools shows that this method is effective in improving students' understanding of English. Many studies have examined the positive impact of TPR on language learning, especially at the age of children who are still in the cognitive development stage as in the research (Huang & Yang, 2015) on examining the use of TPR in English classes in elementary schools in Taiwan. The results show that students who learn through TPR have a better understanding of verbal commands in English compared to traditional methods. In addition, in research Zhang (2017) this study explores how TPR affects students' ability to understand English vocabulary in elementary schools in China. TPR helped students better remember new words and reduce anxiety in the learning process.

Based on the above research, the application of TPR in English language teaching in primary schools has been proven effective in

improving language skills, especially listening and speaking skills. TPR also helps students understand the language context more deeply and encourages active participation in class. Several case studies in Indonesia and abroad demonstrate the success of this method, although there are challenges in consistent application across learning contexts.

# g. Factors Affecting Successful English Language Learning in Elementery School

According to Nugraha, (2019). Successful English language learning at the primary school level is influenced by a variety of factors, including:

- Teacher Skills: Teachers who are competent and skilled in teaching
   English greatly influence the effectiveness of learning.
- 2) Student Motivation: Children who have high interest and motivation in learning English tend to master basic skills faster.
- 3) Support from Parents and Neighborhood: A supportive environment for learning English, both at home and at school, is essential to ensure that children can use the language outside the classroom.
- 4) Resources and Technology: The use of technology and learning aids such as interactive storybooks, educational apps or videos can also accelerate the learning process.

Based on the explanation above that English language teaching in primary schools in Indonesia, especially in regions such as Makassar and South Sulawesi, continues to grow despite facing various challenges. Government policies have begun to reinforce the importance of English in

the primary school curriculum, but limited resources, teacher competencies, and differences in policy implementation remain obstacles. Factors such as teacher skills, student motivation, parental support and adequate resources greatly influence the success of English language learning in primary school-age students.

# h. Implementation of the Total Physical Response (TPR) Method in English Language Learning for Elementary Schools

As previously explained in detail above, the Total Physical Response method is a language learning approach that was developed based on the coordination of instruction and practice. The teacher gives the students instructions in the form of speech, which they then reply to with actions. In connection with this method's implementation, According to Larsen and Freeman (2000) describe three examples of classroom activities that can be carried out using the entire physical response method:

## 1) Using commands to direct behavior

The activity of this activity is listening to the teacher's commands which are then responded to by students appropriately and without hesitation. The teacher asks the students to make a semicircle around the teacher in a way that each of them can be seated, then the teacher tells the students to be quiet and pay close attention to the teacher's instructions or orders in English. Then the teacher asks the students to respond to the teacher's commands with body actions (Larsen & Freeman 2000: 116).

**Tabel 2.1 Material of English by TPR 1** 

Ujaran (speech)	Gerakan (action)		
1. Get up, please!	1. Siswa bangun		
2. Run, please!	2. Siswa berlari		
3. Stop, please!	3. Siswa berhenti		
4. Jump, please!	4. Siswa melompat		
5. Turn around, please!	5. Siswa berputar		
6. Sit down, please!	6. Siswa duduk		
7. Touch your nose, please!	7. Siswa menyentuh hidungnya		
8. Touch your friend's ear,	8. Siswa menyentuh telinga		
please!	temannya		
9. Go to the door, please!	9. Siswa pergi mendekat ke pintu		
10. Go to the window, please!	10. Siswa pergi mendekat ke		
	jendela		

(Larsen & Freeman 2000: 116)

This kind of intrusion is limited to the senses and can only be developed on their own by the individual teachers in each school. This exercise is highly suitable to be combined with many other games that can make students happy and content with challenging games - challenging games that enlighten and encourage students to learn English. The outdoor English learning program, also known as English outbound, is an activity that is highly engaging to participate in and may be tailored to the creative abilities of the teachers in the school (Larsen & Freeman 2000: 116).

# 2) Role reversal

This form of learning activity is the opposite of the first activity which makes students the performers of the teacher's instructions. In this role reversal activity, students give orders to the teacher and their classmates to perform some actions based on their speech. This

activity can be designed in the form of an outdoor game by grouping students into several groups and asking groups to give orders to other groups and then respond with actions (Larsen & Freeman 2000: 116).

# 3) Action Sequence

In this activity, the teacher gives three connected commands to students both in the classroom (indoor) and outside the classroom (outdoor) according to the design of teacher and student activities. For example, the teacher tells the students to point to the door, walk to the door, and touch the door. With this activity, students learn to use the target language, so that mastery of the target language can develop. This activity is called a sequence of actions or operations. It means that in this technique teachers try to give commands to their students by using connected commands or sentence phrases. Such as, up your hand, touch your nose and touch your friend's nose (Larsen & Freeman 2000: 117).

## i. Advantages and Disadvantages of TPR

Each existing method definitely has its advantages and disadvantages. According to Ahmad (2021), TPR has advantages and disadvantages, including the following:

## 1. Advantages

a) This method is fun easy, much enjoyed by children in the teaching and learning process.

- b) The TPR method can help students remember English words and expressions.
- c) The TPR method can be applied in large and small classes
- d) TPR is not only suitable for young learners but also adult learners.
- e) TPR is suitable for learners who are active in class.
- f) It does not require much preparation on the part of the teacher.
- g) It is a good tool for vocabulary learning.

# 2. Disadvantages

- a) This is not a very creative method. Students are not given the opportunity to express their own views and thoughts creatively.
- b) It is easy to overuse TPR.
- c) It is limited, as everything cannot be explained with this method. It must be combined with other approaches.
- j. Steps for Using TPR (Total Physical Response) in the Class room

  Asher (1968) explains the TPR method's guiding principles in the

  methods for implementing TPR (Total Physical Response) in

  instruction of theory are:
  - 1) The teacher prepares materials for vocabulary learning such as:
    - a) in terms of verbs
      - (1) Sitting,

- (2) Stand up,
- (3) Enter,
- (4) Get out,
- (5) Drink, etc.
- b) in terms of adjectives
  - (1) Limbs
  - (2) Color
  - (3) Numbers
  - (4) School equipment
  - (5) Numbers
  - (6) Family members
- 2) To set the scene or demonstrate the instruction, the instructor collects the required tools, props, or images.
- 3) As the pupils listen, the instructor goes over the prepared materials word by word, explaining each one with gestures, and repeating it multiple times.
- 4) While the other students listen, the instructor asks a sample student to step forward and use body language to define the words she has mentioned.
- 5) After the teacher introduces the language, each student defines it and uses movement to illustrate it.

- 6) As the other students clarify or show the language using bodily movements, each student takes turns coming to the front of the class to mention it.
- 7) Continue doing this until every student has a turn.

# 3. The Conceps of Task Based Language Teaching (TBLT)

Since the 1980s, there has been a significant decline in the use of TBLT language instruction, which has encouraged future generations of linguists to work in tandem with communicative language education in a productive manner. Since then, it has developed into a critique of methodology, illustration, and silabus design. Alongside its increasing popularity, TBLT has also undergone diversification, incorporating numerous theoretical studies into how language is learned. (Ellis et al., 2020). Task-Based Language Teaching (TBLT) is a method that focuses language learning on completing specific tasks. Students learn language by participating in communicative tasks that mimic real-life situations. This method is often used for older students, but is also effective at the elementary level. So, Task-Based Language Teaching is an English teaching approach that emphasizes giving meaningful tasks to participants. This approach is based on the principle that effective language learning occurs when students participate in communicative tasks (Arifin et al., 2023)

Based on the two conventional methods above, the researcher will take Task Based Language teaching (TBLT) as conventional method to compare with the TPR method in teaching English.

# 4. Conceptual Framework

In Indonesia, English is the second language which is an international language. English can be learned at all levels including elementary school children, to teach English to elementary school children the role of the teacher is certainly very important in teaching English to children, especially to elementary school children. English teachers must have many effective ways or strategies in teaching English to elementary school children.

TPR is one of the strategies that can be used in teaching English to elementary school children. based on several theories that have been put forward that TPR is one of the effective strategies in teaching English to elementary school levels because the strategy involves motor responses that can delight elementary school children's learning, especially in terms of speaking skills such as pronunciation and vocabulary addition.

Based on the theory that has been stated above, the researcher formulates the conceptual framework is as follows:

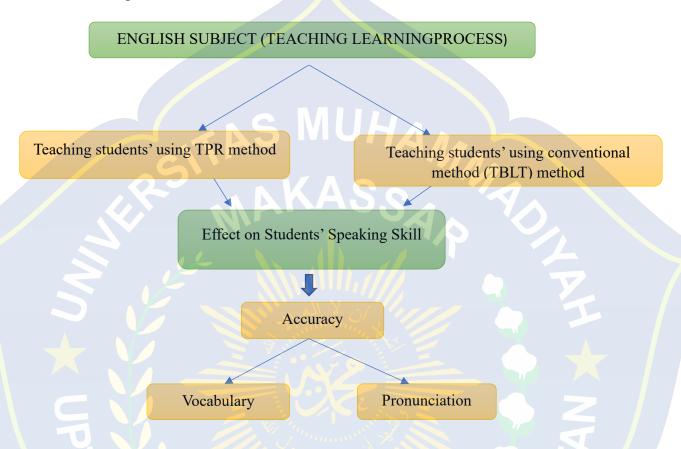


Figure 1. Conceptual Framework

Based on the conceptual framework above, researchers can explain that the TPR method is a method that has been used to assist the English teaching and learning process in experimental classes to see students' speaking abilities. Students' speaking abilities can be seen after using the TPR method to see the accuracy of pronunciation and addition of vocabulary in the experimental class and after that it has been compared with the control class using conventional methods. In conventional classes,

researchers have used the TBLT method as a comparison with the method that has been tested, namely the TPR method.

# 5. Hypothesis

According to Sugiyono (2013), a hypothesis is the initial answer to the formulation of the problem. The researcher uses the  $H_0$  and  $H_1$  hypotheses based on the research objectives, namely:

- The effect of the TPR method on students' English speaking
   H<sub>0</sub>: There is no significant effect of the TPR method on students' speaking
   H<sub>1</sub>: There is a significant effect of the TPR method on students' speaking
- The effect of the TBLT method on students' English speaking
   H<sub>0</sub>: There is no significant effect of the TBLT method on students' speaking
   H<sub>1</sub>: There is a significant effect of the TBLT method on students' speaking

# **CHAPTER III**

## RESEARCH METHOD

# A. Research Design

This research used a quasi-experimental design, involving students from two classes. One of the treatment classes is the experimental class (E) and the other treatment class is the control class (C). This research has used a nonequivalent control-group design with pre-test and post-test, which is described as follows:

Tabel 3.1. A-quasi experimental design 1

Experimental class	01	X2	O2
Control class	01	X2	O2

(Gay et. al, 2006: 258)

## Notation:

E = Experimental Class

C = Control Class

O1 = Pretest

O2 = Posttest

X1 = Treatment at the Experimental class (The Implementation of TPR)

X2 = Treatment at the Control class (The Implementation of TBLT method).

# **B.** Population and Sample

# 1. Population

The population in this study consists of all students grade 2 at Unismuh Makassar Elementary There were two classes and the total numbers of population were 44 students.

# 2. Sample

The sampling technique used was total sampling technique. The selected sample consists of students from two classes who have relatively balanced initial English proficiency. The experimental group consisted of 22 students who had bee taught using the TPR method, while the control group consisted of 22 students who had been taught using the conventional teaching method..

#### C. Research Variables and Indicators

This research has two variables

- 1. The independent variable includes the Total Physical Response (TPR) strategy in English language teaching.
- 2. The dependent variable includes the speaking skills of the students.

That includes the variable and Indicators as follows:

**Tabel 3.2. Variable and Indicators 1** 

Independent	Dependent Variable	Indicators
Variable		
TPR	Students' Speaking	Vocabulary and
	Skill	Pronunciation

The application of the TPR method can have a positive impact on students' speaking skills in terms of vocabulary and pronunciation of nouns and verbs.

## **D.** Research Instruments

This research there are two instruments namely:

- 1. Speaking Test
- 2. Recording

# **Speaking test**

Speaking test consists of a pretest and posttes:

- a. The pre-test is a test conduct before providing treatment with the aim of obtaining data relate to students' English language skills, especially speaking skills.
- b. The post-test is a test conduct after providing treatment with the aim of obtaining data relate to the influence of the TPR method on students' English language skills.

# Recording

Recording is an instrument used to view and record what students say to help researchers obtain more detailed information related to what students say.

# E. Procedure of Collecting Data

Data was collected in three steps: Pretest, treatment and posttest

## 1. Pre test

Before presenting the material, through a pre-test the researcher was started by opening the class and giving students the opportunity as an initial test to find out students' initial abilities regarding speaking. The test has been recorded to determine the student's previous speaking ability. The test has been given to the experimental and control classes. The pre-test was carried out through the following steps:

- a. Gather students in one class
- b. The teacher tells the students about the lesson
- c. Every student pays good attention to the teacher when the teacher is explaining the learning material
- d. Each student is given the opportunity to imitate the teacher's movements and then repeat what the teacher has taught, especially about vocabulary
- e. Students' speaking skills are recorded, translated, and analyzed in terms of pronunciation and vocabulary.
- f. Previous test results are considered as the student's previous speaking skill.

### 2. Treatment

After carrying out the pre-test, the researcher gave treatment to all students, in this case using the TPR method in the experimental class and

direct learning as a conventional (individual) method in the control class, in this case the TBLT method.

The treatment was carried out in four meetings and each meeting lasted 60 minutes. The treatment steps are as follows.

# a. Experimental Class

- 1) At the first meeting, the researcher used general methods in teaching and learning.
- 2) At the second, third, fourth and fifth meetings the researcher used the TPR method.
- 3) At the sixth meeting. Researchers was evaluate or test student learning outcomes when using the TPR method for 2-5 meetings.

#### b. Control Class.

For all six meetings, the researcher applied conventional methods as teaching activities to students. The researcher explained the material to the students. The material is the same as the material in the experimental class. And then show the pronunciation of some words. After that, the researcher gave students the opportunity to say the words that had been taught through recorded questions while the students are speaking. This has been done in both classes, namely the experimental class and the control class.

#### 3. Post-test

The post-test is carried out after giving treatment 4 times and the post-test will be given at the end of the meeting, namely the 6th meeting

with the aim of obtaining data related to the effect of the TPR method on students' speaking skill.

# F. Data Analysis Techniques

The data were analyzed by usung the following procedures:

- a. Classifying the students' score
- b. Calculating the mean score using SPSS to see whether the difference of students' result between pre test and post test is significant or not.
- c. Scoring Speaking skill using the following scoring system.

The data were analyzed by using the following procedures:

Table. 3. 3 Range of Students' Score 1

G	<b>a</b> .
Score	Category
06.100	T. II
96-100	Excellent
86-95	Very Good
, , , , , , , , , , , , , , , , , , ,	
76-85	Good
/////	1411111
66-75	Fairly Good
56-65	Fair
46-55	Poor
00-45	Very Poor
TKAAN	

(Depdikbud, 2016)

**Tabel 3.4 The Scoring Classification Accuracy for Pronunciation 1** 

	Scoring Classification Acc	-
Classification	Score	Criteria
Excellent	6	Pronunciation is only very slightly influenced by the mother tongue. Two or three grammafical and lexical errors.
Very Good	AS MUA	Pronunciation is slightly influenced by the mother tongue. A few minor grammatical and lexical errors but most utterances are correct.
Good	4	Pronunciation is still moderately influence by the mother tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two major errors causing confusion.
Average	3	Pronunciation influenced by mother tongue but only a few serious phonological errors.  Several grammatical and lexical errors, some of which cause confusion.
Poor	2	Pronunciation seriously influenced by the mother tongue with errors causing a breakdown in communication. Many 'basic' grammatical and lexical errors
Very Poor	TKAAN D	Serious pronunciation errors as well as many 'basic' grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practiced in the course
		(Hoston 1000)

(Heaton, 1988)

Tabel 3.5 The scoring classification accuracy for vocabulary 1

Tabel 5.5 The scoring classification accuracy for vocabulary 1							
Classification	Score	Criteria					
Excellent	6	Vocabulary apparently as accurate and extensive as					
		that of a native speaker					
Very Good	e Milli	Professional vocabulary					
17	SINIONA	broad and precise; with a vocabulary of 30-50 words					
2511	A V A O	vocabulary of 30-30 words					
	ANAS.S.						
Good	4	vocabulary with a sufficient					
	4 1	number of possible words					
		related to general vocabulary					
		use, such as 15-30 words.					
	N ALL Y CI						
Average	3	Choice of words sometimes					
		inaccurate, limited					
		vocabulary can affect					
		understanding of verbs and					
	The second of th	nouns, the choice of					
	المحمد رسورا	vocabulary on this scale is					
		10-15 words.					
Poor	2	Vocabulary is limited to					
		verbs and nouns, namely 5-					
70,		10 words.					
Very Poor	1	Vocabulary inadequate for					
(1)		even the simplest					
14	KAANDAN	conversation					

(**Heaton**, 1988)

# CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

# A. Findings

The results in this study use data analysis techniques obtained from descriptive analysis and inferential analysis.

# 1. The Effect of TPR Method on Students' Speaking

The findings of this research present the result descriptive of the research through the distribution of scores of pre-test and post-test in terms of pronunciation and vocabulary by using TPR method in experimental class. it showed the students' means score of speaking skill in pre-test and post-test and also percentage can be shown in the following table Table 4.1 Students' Pre-test and Post test about Pronunciation and Vocabulary.

Table 4.1 Students' Pre Test and Post Test about Pronunciation and Vocabulary

<b>Speaking Elements</b>	Pre Test	Post Test	Percentage
Pronunciation	22.72	65.90	43%
Vocabulary	24.99	76.51	51%
Speaking Skill	23.85	71.20	47%

Data in Table 4.1, Shows that the research results from the Experimental class can be seen that the pre-test results on students' speaking Skill in terms of pronunciation get a score of 22.72 and for the post test get a result of 65.90 with a percentage result of 43%. While the results in the pre-test related to students' vocabulary mastery got a score of 24.99 and the acquisition of the post test resulted in 76.51 with a percentage of 51%. Based on these data, it can be concluded that the use of the TPR method in the experimental class can have an influence on students' speaking ability.

Based on the data above, Show that the mean Pronunciation and Vocabulary in Experimental Class as follows:

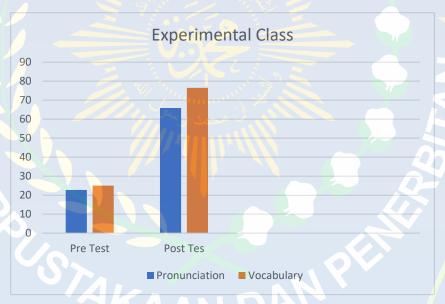


Figure. 1 Diagram Experimental Class 1

After the data calculation was done, the average pre-test score on students' pronunciation was 22.72, while the post-test results obtained were 65.90. This means that the post-test value is higher than the pre-test score (65.90>22.72). Meanwhile,

the pre-test results on students' vocabulary usage were 24.99, while the post-test results obtained were 76.51. This means that the post-test value is higher than the pre-test score (76.51>24.99).

After having the data a table 4.1, the frequency of students can be seen based on the classification into several criteria and percentages as follows:

Table 4.2 The Students Frequency of Pre Test and Post Test in Pronunciation

No	Classification	Score	Pre Test	Persentase	Post Test	Persentase
			KA	2		
1	Excellent	96-100		0%	-	0%
			A			
2	Very Good	86-95	- 0	0%	-	0%
			.410.			
3	Good	76-85		0%	8	36%
			11 /1	44///		
4	Fairly Good	66-75		0%	9	41%
$\triangle$				11. K.		
5	Fair	56-65	~ · ·	0%	-	0%
			AVS			
6	Poor	46-55	V-1	5%	2	9%
	1 001			ح ۽ ۽ ح	_	7,0
7	Very Poor	00-45	21	95%	3	14%
	(Cly 1 001	00 43	7 77	2370	3	1170
	Total		22	100%	22	100%
	Total			100 70	22	10070

Table 4.2 Shows that the number of pre-tests, it can be seen that the classification of student data before being given treatment in the form of the TPR method shows that the pre-test scores of students on pronunciation accuracy before being given treatment show the value and percentage of poor classification values of 1 (5%) which can be seen from the way of speaking English which is difficult for students to pronounce so that it eliminates the meaning of what they want to say. Very poor classification of 21 (95%) can be seen from the way of speaking whose pronunciation accuracy is not appropriate or even unknown at

all. The Students' post-test scores on the accuracy of speaking or pronunciation after it is shown that the score and percentage of the Good classification is 8 (36%), in this classification it is seen from the fluency of students in pronouncing English with fluent criteria but not yet close to native speakers. Farly good 9 (41%), in this classification there is an increase from before, students are more fluent in speaking English with fluency criteria that seem a little disturbed by language problems. Poor classification 2 (9%) in this classification also improved, but students who speak English are somewhat disturbed by language problems so that their pronunciation is still not correct. Very poor classification 3 (14%) with fluency criteria on English pronunciation that is intermittent and stops so that it loses its original meaning.

Table 4.3 The Students Frequency of Pre Test and Post Test in Vocabulary

No	Classification	Score	Pre Test	Persentase	Post Test	Persentase
1	Excellent	96-100				0%
2	Very Good	86-95			- (	0%
3	Good	76-85	2 m	×-	18	82%
4	Fairly Good	66-75	//////////////////////////////////////	1	- }	0%
5	Fair	56-65	7 4-117	-	1	0%
6	Poor	46-55	1	-	3	14%
7	Very Poor	00-45	22	100%	1	4%
	Total		22	100%	22	100%

Table 4.3 Shows that the students' pre-test on vocabulary before being given treatment, students only entered the classification of very poor as many as 22 students with a percentage of (100%), this can be seen from the criteria for using very limited vocabulary so that students do not know what English is from the word that has been determined, because of these limitations students have no knowledge of the pictures and words given.

When given a post-test after the researcher provides the TPR method, students' speaking ability can be categorized as good consisting of 18 students with a percentage of 82% with the criteria of using vocabulary and expressions like good and according to what is meant but sometimes using vocabulary that is less precise in what is meant. Then the poor category consists of 3 students with a percentage of 14% through the criteria of using inappropriate vocabulary and limited vocabulary so that it is difficult to understand. Then the very poor category consists of 1 student with a percentage of 4% through the category of vocabulary is so limited that it eliminates the meaning of the intended word.

# 2. The Effect of TBLT Method on Students' Speaking in Control Class

The findings of this research present the result descriptive of the research through the distribution of scores of pre-test and post-test in terms of pronunciation and vocabulary by using TBLT in control class. it showed the students' means score of speaking skill in pre-test and post-test and also percentage can be shown in the following table:

Table 4.4 Students' Pre test and Post test about Pronunciation and Vocabulary

<b>Speaking Elements</b>	Pre Test	Post Test	Percentage
Pronunciation	24.99	33.33	8%
Vocabulary	21.96	42.42	20%
Speaking Skill	23.47	37.87	14%

Table 4.4, Presents the research results from the control class can be seen that the pre-test results on students' speaking skill in terms of pronunciation get a score of 24.99 and for the post test get a result of 33.33 with a percentage result of 8%.

While the results in the pre test related to students' vocabulary mastery got a score of 21.96 and the acquisition of the post test resulted in 42.42 with a percentage of 20%. Based on these data, it can be concluded that the use of the TBLT method in the control class can also have an influence on students' speaking ability.

Based on the data Table 4.4, Show that the mean of Pronunciation and Vocabulary in Control Class as follows:

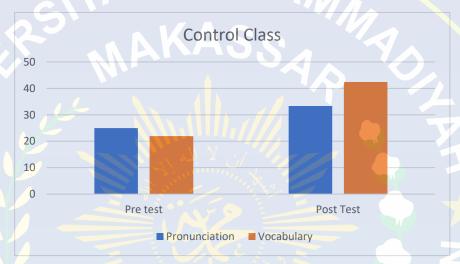


Figure. 2 Diagram Control Class 1

After the data calculation was done, the average pre-test score on students' pronunciation was 24.99, while the post-test results obtained were 33.33. This means that the post-test value is higher than the pre-test score (33.33>24.99). Meanwhile, the pre-test results on students' vocabulary usage were 21.96, while the post-test results obtained were 42.42. This means that the post-test value is higher than the pre-test score (42.42>21.96).

Based on the data, the frequency of students can be seen based on the classification into several criteria and percentages as follows:

**Table 4.5 The Students Frequency Pre Test and Post Test in Pronunciation** 

No	Classification	Score	Pre Test	Persentase	Post Test	Persentase
1	Excellent	96-100	-	-	-	0%
2	Very Good	86-95	-	-	-	0%
3	Good	76-85		-	-	0%
4	Fairly Good	66-75	HALC	MA		0%
5	Fair	56-65	KΔ	9	1	0%
6	Poor	46-55		004	5	23%
7	Very Poor	00-45	22	100%	17	77%
Total		22	100%	22	100%	

Table 4.5 shows that the number of pre-tests, it can be seen that the classification of student data in the Experimental class shows that the pre-test scores of students on the accuracy of pronunciation show the value and percentage of Very poor classification values of 22 with a percentage of (100%) this can be seen from the way of speaking that the accuracy of pronunciation is not appropriate or even unknown at all. Then, in the post-test score of students on the accuracy of speaking or pronunciation after it is shown that the score and percentage of poor classification is 5 with a percentage of (23%) in this classification also increased, but students who speak English are somewhat disturbed by language problems so that their pronunciation is still less precise. Very poor classification as many as 17 with a percentage of (77%) with fluency criteria on English pronunciation that is disjointed and inappropriate so that it eliminates the intended meaning.

Table 4.6 The Students Frequency Pre Test and Post Test in Vocabulary

No	Classification	Score	Pre Test	Persentase	Post Test	Persentase
1	Excellent	96-100	-	0%	-	0%
2	Very Good	86-95	-	0%	-	0%
3	Good	76-85	- R A I	0%	-	0%
4	Fairly Good	66-75	) IAI (	0%	2	9%
5	Fair	56-65	VΛ	0%	-/-	0%
6	Poor	46-55	7	0%	12	55%
7	Very Poor	00-45	22	100%	8	36%
	Total		22	100%	22	100%

Table 4.6 shows that pre-test students on vocabulary that is included in the classification of very poor as many as 22 students with a percentage (100%), this can be seen from the criteria for using very limited vocabulary so that students do not know what English is from the word that has been determined, because of these limitations students do not have knowledge of the images and words given both nouns and verbs. When given the post-test, students' speaking ability can be categorized as Fairly good consisting of 2 students with a percentage of 9% with the criteria of using vocabulary and expressions that are appropriate as intended both from the ability to use nouns and verbs. Then the poor category consists of 12 students with a percentage of 55% through the criteria of using inappropriate vocabulary and limited vocabulary so that it is difficult to understand. Then the very poor category consists of 8 students with a percentage of 36% through the category of vocabulary is so limited that it eliminates the meaning of the word in question.

# 3. Significant Difference Between Students' Speaking Skill Who are Taught Using TPR Method And Those Who are Taught Using TBLT Method

The results of the study in this section are to present the results of the comparison between the TPR method in the Experimental class and the TBLT method in the Control class. This shows the average score of students in speaking skills in the pre-test and post-test and the percentage can be shown in the following table:

Table 4.7. Significant Difference Between TPR Method and TBLT Method

Speaking Skill	Experimental Class (TPR)	Control Class (TBLT)
Pre-Test	23.85	23.47
Post-Test	71.20	37.87
Percentage	47%	14%

Table 4.7, Presents the results of research between the Experiment class and the control class. in the table above, shows data that the research results from the experimental class have a pre-test value of 23.85 while the post test is 71.20 with a percentage of 47%. While in the control class, the pre-test results obtained were 23.47 and the post-test results were 37.87 with a percentage of 14%. of the two classes between the experimental class and the control class have a significant difference it can be seen through the research data that the use of the TPR method in the experimental class has a significant effect on students' speaking ability compared to the TBLT method in the control class.

Based on the table 4.7, the average value of the two classes above can be seen in the following table:

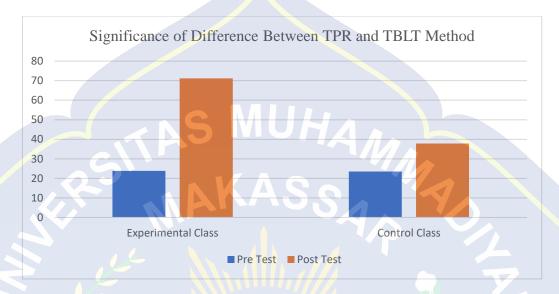


Figure. 3 Significant Difference Between TPR and TBLT Method 1

After the data calculation was done, the average post-test results on students' in experimental class was 71.20. Meanwhile, the average post-test results on students' in control class was 37.87. This means that the post-test value from experimental class is higher than the pre-test score from control class (71.20>37.87).

The results of hypothesis testing using the SPSS application, it can be seen that the Sig. (2-tailed) value is 0.000, which means that the value is smaller than 0.05 (0.000 < 0.05), which indicates that there is a difference in students' speaking skills after being given the TPR method in the experimental class and the conventional learning model in the control class, which means that  $H_0$  is rejected and  $H_a$  is accepted. Therefore, it can be concluded that there is a significant influence on students' speaking skills when using the TPR method.

#### **B.** Discussion

This study presents the results of research found on students' speaking skills, especially in the parts of pronunciation accuracy and vocabulary. The design in this study is Quasi-experimental research. The section deals with the interpretation of the findings derived from the result of analysis and also description of data gained from the students' score before and after applying treatment on students' speaking skill in terms of accuracy pronunciation and vocabulary the application of TPR method in experimental class and TBLT method in control class

# 1. The Effect of TPR Method on Students' Speaking

In this study, it discusses the effect of TPR method in learning English which is conducted as an experimental class. In this study, the TPR method was carried out in three stages, the first was to give a pre-test to students before being given treatment as initial data to determine students' speaking ability in English. Then the third is to give a post-test to all students after being given treatment to find out the development of students' speaking ability after being given the TPR method treatment.

Based on the research results after the research was conducted, it can be seen that the average value of the pre-test and post-test of students has a difference where the post-test value has increased compared to the pre-test after being given treatment using the TPR method in terms of students' pronunciation accuracy and students' ability to mention vocabulary about body members and some basic instructions. This study obtained a value at the significance level. This shows that there is a difference in speaking scores before being given treatment with the TPR

method. This study, it is relevant to the results of research found by Abata et al., (2021) which says that TPR is effective for developing students' speaking skills, especially for beginners in this case speaking English. this is also similar to what was stated by Sofiea & Suhendi, (2023) that the TPR method is very suitable for teachers to use in teaching English, because in using the TPR method it can raise students' mood, students can learn casually and can understand learning through the movements provided by the English teacher.

Similarly, research conducted by JinXu (2020) shows that the TPR approach can help young learners well in terms of vocabulary acquisition. This is in accordance with what was said by Asher (1968) as the inventor of TPR theory who said that children or students under the age of 10 years are easier to understand through gestures, where speech rhymes with action. This is proven by Harrasi (2014) in his research who said that Total Physical Response mimics the way babies learn their mother tongue naturally. Apart from these findings, Tandilo et al (2024) found that the TPR method also had a positive effect on listening skills. Related to this research, TPR provides many conveniences in the teaching and learning process, including in terms of listening and vocabulary mastery in understanding learning. From some of these findings, it has proven that the TPR method can have a positive effect on students' speaking skills.

This study found that the TPR method can have a positive impact on students' speaking skills because it can make learning more relaxed and students are happier in participating in learning. This is similar to what was found by Rahmawati et al., (2019) that the TPR method is a better method in language learning because it

makes students feel happy, free from stress, everything that is taught can last a long time to remember, no need to think hard to understand because it is taught based on actions understood by younger students. Many studies have examined the positive impact of TPR on language learning, especially at the age of children who are still in the cognitive development stage as well as in the study Huang & Yang (2015) that students who learn through TPR have a better understanding of verbal commands in English compared to traditional methods.

In this research, the TPR method is used to teach English in the second grade of Unismuh Elementary School Makassar, where in using this method there are several techniques used, namely Role reversal and action sequence to help in using the TPR method. The TPR method can be easily used in daily routine activities in the classroom. Teachers encourage children to recognize and respond to simple processes given by the teacher, such as: sitting, standing, shaking hands, opening, closing, and so on. This will certainly be stored in the child's memory and as a result they will like to imitate the movements where students can learn through them.

In addition to the results found by researchers, this is also in accordance with what was found by Hafidah & Kusuma (2020) in her research which suggests that the TPR method is very easy and effective to use, especially in the use of vocabulary, it can be said that when the teacher uses the TPR method then imitates the vocabulary that has been given by the teacher through movement, students will more easily understand if they see through movement, especially as a beginner in this case at the elementary school level. Therefore, the use of the TPR method is very suitable for improving students' vocabulary. In the data that has been generated

after being given treatment using the TPR method in the experimental class, the results obtained are very significant to students' understanding in using vocabulary as well as in pronunciation. It can be seen from the classification results of the scores obtained by students when the teacher provides the TPR method.

Based on hypothesis testing, it shows that the alternative hypothesis (H<sub>a</sub>) is accepted and the null hypothesis (H<sub>0</sub>) is rejected based on hypothesis testing. Teaching speaking by using the TPR method can affect students' speaking ability. By using the TPR method, students feel more relaxed, the learning is simple so that students easily understand in learning English. According to Rahmawati et al., (2019) in her research said that the TPR method is a better method in language learning because it makes students feel happy, free from stress, everything that is taught can last long to be remembered, no need to think hard to understand because it is taught based on actions that younger students understand. During the learning process using the TPR method, students were more enthusiastic and enjoyed learning, this convinced the researcher that the application of the TPR method in learning English could have an influence on students' speaking skills.

From the classification results above, it can be concluded that the use of the TPR method can have an influence on students' speaking skills, especially in terms of pronunciation and vocabulary. Although the majority of students previously did not know the names of body parts and some instructions given in English, it turns out that students are better able to understand and follow what the teacher gives when using the TPR method in English which is done with gestures that rhyme with the verbal instructions given. Therefore, the researcher found that the use of the

TPR method can have a positive effect on students' speaking ability and this is proven through the results of research that has been conducted by researchers.

## 2. The Effect of TBLT Method on Students' Speaking

In the control class, researchers used the conventional method which is commonly called individualized learning. In the control class, researchers used the TBLT method, namely task-based learning. In this class, the researcher provided the same learning as the experimental class but different from the method given. In the control class, students learned as usual by doing the tasks given by the English teacher. The finding in this class is that students get different pre-test and post-test scores, where the post-test scores are higher than the pre-test scores but when compared to the results of the Experimental class, the scores of the control class are lower.

In the control class, the teacher provided the same material and gave tests to students related to body parts and some basic instructions. However, the results based on the scores obtained are still small. in this class, students still have difficulty understanding if they are not guided even though they have done the individual assignments given. Learning in the control class, students are more emphasized on doing the tasks given so that students still have difficulty distinguishing the meaning of the words given because students only focus on completing the tasks.

In using the TBLT method in the control class as described above, this is very relevant to the research conducted by Arifin et al (2023) that TBLT is Task-Based Language Teaching which focuses language learning on the completion of specific tasks. This is in accordance with what was found by Willis (1996) who found that

learning English is considered effective when applying the TBLT method by using tasks as the main focus of learning which is considered to provide independence to students. This is supported in Maftuna's research (2024) which found that TBLT significantly improved students' fluency, accuracy, and confidence in speaking.

Similarly, Gunawan et al. (2016) found that the use of task-based language teaching approach (TBLT) in teaching speaking significantly improved students' speaking ability because in his research students were more independent with the tasks given so that students more easily understood what was done. In some of the research findings above, it can be concluded that TBLT teaching in learning is also very good because it can empower students to understand what has been learned but it is less suitable to be given at the elementary school level, especially grade 2 SD where children at that level are still in the introduction stage. This method is only suitable for levels that already have a previous understanding of English, and it is very difficult if used for children who fall into the category of young learners or beginners.

Based on these data, the null hypothesis test (H<sub>0</sub>) is rejected and the alternative hypothesis (H<sub>a</sub>) is accepted. It can be seen from the results obtained by students. Thus, students' scores after using the TBLT method also increased. By comparing the pre-test and post-test results in pronunciation accuracy and vocabulary, the researcher concluded that the TBLT method in the learning process makes them learn more independently, but it is difficult for grade 2 elementary school students because second graders still need guidance all the time. The TBLT method in the control class can also improve students' speaking ability. The results of the

calculation can be concluded that students get an increase in speaking ability after being taught using the TBLT method.

The results of the research in the control class also looked for students' speaking ability, both in terms of pronunciation and in terms of vocabulary use. However, in learning, students only focus on completing assignments. The results obtained also have an increase from before but not significantly. It was different from the use of the TPR method where students obtained significant scores.

From the results of the research found in the control class, students' understanding of English learning when given the TBLT method still makes students adjust their abilities so that students still have difficulty understanding the meaning of the words given by the teacher, students in this class only focus on completing tasks but find it difficult to understand what has been taught both in the form of questions and in the form of instructions given it can be seen from the results of the pre-test post-test in the control class according to the data obtained.

## 3. The Significant Difference Between the Students' who Taught Using TPR and Those who are Taught Using TBLT

Based on the inferential analysis between the pre-test and post-test for the experimental class, the data illustrates that students' scores were successful in pronunciation accuracy and vocabulary by using the TPR method. This can be seen through the results of the t-test on SPSS, where the Sig. (2-tailed) is 0.000 which shows that the value of 0.000<0.05, which indicates that there is a difference in students' speaking skills after being given the TPR method in the experimental class, which means H<sub>0</sub> is rejected and H<sub>a</sub> is accepted, namely there is a significant effect on students' speaking skills.

Inferential analysis for the control class in conducting pre test and post tests. The data illustrates that the Sig. (2-Tailed) also obtained a result of 0.000 which means there is an increase in students' speaking ability but not significant. The data illustrates that students' scores increased significantly when using the TPR method in the Experimental class compared to students taught with the TBLT method. This means (H<sub>0</sub>) the null hypothesis is rejected and (H<sub>a</sub>) the alternative hypothesis is accepted because it is significant.

After having the founding mentioned previously, it can be concluded that teaching English using the TPR method is more significant than using the TBLT method. By teaching the TPR method, students feel more happy in learning English so that it has a positive impact on students' speaking skills.

## CHAPTER V CONCLUSION AND SUGGESTION

#### A. Conclusions

Based on the results of data analysis obstained from 44 students of elementary school Unismuh Makassar, the following conclusions were drawn:

- 1. TPR affects students' speaking skills, especially accuracy in pronunciation and vocabulary use. This can be seen from the results of the data obtained, at the pre-test stage obtained a score of 22.72 while in the post-test obtained a result of 65.90 with a percentage of 43%. Vocabulary results in the pre-test amounted to 24.99 and in the post-test amounted to 76.51 with a percentage of 51%. After the research, the TPR method shows that students are more enjoyable and happy in learning because it involves verbal instructions through gestures that make students easily understand learning. Based on the research results, it is concluded that TPR has an effect on students' speaking skills.
- 2. The TBLT method affects the accuracy of pronunciation and vocabulary of students at Unismuh Elementary School Makassar, but it is different from the TPR method. This result is seen in the analysis of the average score of the TBLT method is lower (37.87) than the TPR method (71.20). after the research, the TBLT method is good to use but not appropriate for beginners because the learning is task-based so that students are still difficult to understand the learning.
- 3. The results of using the TPR method and the TBLT method in teaching speaking showed a significant difference in students' speaking skill in terms of pronunciation and vocabulary. This can be proven by the average value of students'

post test in the experimental class using TPR method has higher (71.20)>(37.87) results than the results obtained from the control class using TBLT method.

#### **B.** Suggestions

Having concluded the result of research, the researcher would like to propose some suggestions that hopefully will be useful for the students and other English Teachers or Researchers.

#### 1. For The Students

Realizing the importance of speaking in English communication, students should be trained to practice speaking both in the teaching and learning process and in daily activities.

#### 2. For teacher

For English teachers to find appropriate methods and effective media to teach speaking. Focus group discussions can be used by teachers to develop students' speaking skills or alternatively teachers use other method.

#### 3. For the Researcher

The result of the study can be used as an additional reference or further research with different discussion.

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#### APPENDIX 1. INSTRUMENT OF THE RESEARCH 1

#### **MODUL AJAR 1 BAHASA INGGRIS**

## LAB SCHOOL SD UNISMUH MAKASSAR (TPR)

#### A. Informasi Umum

Kode Modul	Bhs Inggris.A.II.1
Penyusun/Tahun	Nirma, S.Pd/2024
Kelas/Fase Capaian	II/Fase A
Elemen/Topik	Menyimak - Berbicara/ About Body and Intruction
Alokasi Waktu	80 menit (2 Jam Pelajaran)
Pertemuan Ke-	1-6
Profil Pelajar Pancasila	Mandiri dan Bergotong-royong
Sarana Prasarana	LCD, Proyektor, Papan Tulis, Pengeras Suara.
Target Peserta Didik	Class 2
Model Pembelajaran	Total Physical Response
Mode Pembelajaran	Tatap Muka

#### B. Komponen Inti

#### Tujuan Pembelajaran

- 1. Peserta didik dapat mengetahui dan menyebutkan nama-nama anggota tubuh dalam bahasa Inggris secara tepat.
- 2. Peserta didik dapat mengetahui instruksi sederhana dalam Bahasa Inggris secara sederhana.
- 3. Peserta didik dapat mengucapkan ungkapan-ungkapan untuk merespon instruksi dalam bahasa Inggris secara tepat dalam konteks kehidupan sehari-hari khusus Ketika disekolah.

#### Pertanyaan Pemantik

- 1. Where is your Head, Hair, hands dll?
- 2. Touch your head, nose dll?

#### Persiapan Pembelajaran

- 1. Guru melakukan assesmen diagnostik dalam bentuk kuis sebelum pembelajaran.
- 2. Guru menyiapkan bahan atau sarana lainnya untuk mendukung materi tentang Anggota Tubuh.

#### C. Langkah Pembelajaran

## Pertemuan 1 (2 JP) Kegiatan awal (10')

- Mempersiapkan siswa secara psikis dan fisik untuk mengikuti proses pembelajaran dengan menggunakan salam pembuka, meminta siswa untuk berdoa, memeriksa kehadiran siswa, dan menyiapkan sumber belajar.
- Memberikan Pertanyaan Pemantik terkait materi pembelajaran.
- Menyampaikan topik dan agenda pembelajaran.

### Kegiatan Inti (60')

- Mengajak siswa untuk membuka buku kemudian mempersiapkan alat tulis menulis siswa
- Guru menuliskan terjemahan di papan tulis kemudian meminta siswa untuk menulis bagian-bagian anggota tubuh yang terdapat dalam buku.
- Meminta siswa untuk menyebutkan kembali nama-nama anggota tubuh yang sudah ditulis setelah guru memberikan pembelajaran kepada siswa.
- Dan dilakukan secara bergilir.

#### **Kegiatan Penutup (10')**

- Melakukan refleksi pembelajaran.
- Menyampaikan agenda pertemuan berikutnya.
- Melakukan penutupan dengan salam penutup

#### Pertemuan 2 (2 JP)

#### Kegiatan awal (10')

 Mempersiapkan siswa secara psikis dan fisik untuk mengikuti proses pembelajaran dengan menggunakan salam pembuka, meminta siswa untuk berdoa, memeriksa kehadiran siswa, dan menyiapkan sumber belajar.

- Memberikan Pertanyaan Pemantik terkait instruksi dan gerakan tubuhnya.
  - o Where is your Nose, Eye dll?
  - o Touch your eyes, head dll?
- Menyampaikan topik dan agenda pembelajaran.

- Meminta siswa untuk mempraktikkan gerakan tubuh dari instruksi yang diucapkan guru menggunakan metode TPR.
- Menunjuk beberapa siswa untuk menebak gerakan tubuh yang sesuai dengan instruksi yang diberikan menggunakan metode TPR.
- Siswa diminta untuk menirukan gerak tubuh guru yang berkaitan dengan pembelajaran.

### **Kegiatan Penutup (10')**

- Melakukan refleksi pembelajaran.
- Memberi tugas untuk menghafal lagu terkait pembelajaran
- Menyampaikan agenda pertemuan berikutnya.
- Melakukan penutupan dengan salam penutup.

#### Pertemuan 3 (2 JP)

## Kegiatan awal (10')

- Mempersiapkan siswa secara psikis dan fisik untuk mengikuti proses pembelajaran dengan menggunakan salam pembuka, meminta siswa untuk berdoa, memeriksa kehadiran siswa, dan menyiapkan sumber belajar.
- Memberikan kalimat perintah sebagai Pemantik terkait instruksi.
  - Open your book?
  - o Close your book?
- Menyampaikan topik dan agenda pembelajaran.

- Meminta siswa untuk mempraktikkan melalui gerakan tubuh dari instruksi yang diucapkan guru menggunakan metode TPR.
- Menunjuk beberapa siswa untuk menebak gerakan tubuh yang diintruksikan oleh guru menggunakan metode TPR.
- Siswa diminta untuk melakukan apa yang di intruksikan oleh guru berkaitan dengan pembelajaran melalui gerak tubuh dalam Bahasa Inggris.

## **Kegiatan Penutup (10')**

- Melakukan refleksi pembelajaran.
- Memberi tugas untuk menghafal lagu terkait pembelajaran
- Menyampaikan agenda pertemuan berikutnya.
- Melakukan penutupan dengan salam penutup.

#### Pertemuan ke 4 (2 JP)

#### Kegiatan awal (10')

- Mempersiapkan siswa secara psikis dan fisik untuk mengikuti proses pembelajaran dengan menggunakan salam pembuka, meminta siswa untuk berdoa, memeriksa kehadiran siswa, dan menyiapkan sumber belajar.
- Memberikan kalimat perintah sebagai Pemantik terkait instruksi.
  - o Biquiet please?
  - o Rise your hand?
- Menyampaikan topik dan agenda pembelajaran.

- Guru memberikan bahan ajar kepada siswa terkait intruksi seperti rise your hand.
- Guru menuliskan di papan tulis kemudian meminta siswa untuk menuliskannya.
- Menunjuk beberapa siswa untuk menebak gerakan tubuh yang sesuai dengan instruksi yang diberikan menggunakan metode TPR.
- Siswa diminta untuk melakukan apa yang di intruksikan oleh guru berkaitan dengan pembelajaran menggunakan metode TPR dalam Bahasa Inggris.

## **Kegiatan Penutup (10')**

- Melakukan refleksi pembelajaran.
- Menyampaikan agenda pertemuan berikutnya.
- Melakukan penutupan dengan salam penutup.

#### Pertemuan ke 5 dan 6 (2JP)

#### Kegiatan awal (10')

- Mempersiapkan siswa secara psikis dan fisik untuk mengikuti proses pembelajaran dengan menggunakan salam pembuka, meminta siswa untuk berdoa, memeriksa kehadiran siswa, dan menyiapkan sumber belajar.
- Memberikan Pertanyaan Pemantik terkait cara menjaga kebersihan.
  - o Sit Down?
  - o Stand Up Please?
- Menyampaikan topik dan agenda pembelajara.

- Meminta siswa untuk mengulangi kalimat yang diucapkan guru terkait kegiatan intruksi dengan menggunakan metode TPR.
- Secara bersama-sama siswa diajak bernyanyi lagu *Stand up sit down one two three*.
- Membagi siswa dalam kelompok berpasangan, kemudian mempraktikkan dialog sesuai materi yang disediakan.
- Secara berpasangan, siswa saling memberikan feedback. Dan dilakukan secara bergilir.

## **Kegiatan Penutup (10')**

- Melakukan refleksi pembelajaran.
- Menyampaikan agenda pertemuan berikutnya.
- Melakukan penutupan dengan salam penutup.

#### D. Rencana Assesmen

- 1. Speaking test terakit pembelajaran
- 2. Berbasis Tugas atau LKPD.

# CONVENTIONAL WAY (TBLT) MODUL AJAR 1 BAHASA INGGRIS

#### LAB SCHOOL SD UNISMUH MAKASSAR

#### A. Informasi Umum

Kode Modul	Bhs Inggris.A.II.1
Penyusun/Tahun	Nirma, S.Pd/2024
Kelas/Fase Capaian	II/Fase A
Elemen/Topik	Menyimak - Berbicara/Body and Intruction
Alokasi Waktu	80 menit (2 Jam Pelajaran)
Pertemuan Ke-	1-6
Profil Pelajar Pancasila	Mandiri dan Bergotong-royong
Sarana Prasarana	LCD, Proyektor, Papan Tulis, Pengeras Suara.
Target Peserta Didik	Class 2
Model Pembelajaran	TBLT
Mode Pembelajaran	Tatap Muka

### B. Komponen Inti

## Tujuan Pembelajaran

- 1. Peserta didik dapat mengetahui dan menyebutkan nama-nama anggota tubuh dalam bahasa Inggris secara tepat.
- 2. Peserta didik dapat mengetahui instruksi sederhana dalam Bahasa Inggris
- 3. Peserta didik dapat mengucapkan ungkapan-ungkapan untuk merespon instruksi dalam bahasa Inggris secara tepat dalam konteks kehidupan sehari-hari khusus Ketika disekolah.

#### Pertanyaan Pemantik

- 1. Where is your Head, Hair, hands dll?
- 2. Touch your head, nose dll?

#### Persiapan Pembelajaran

- 1. Guru melakukan asesmen diagnostik dalam bentuk kuis sebelum pembelajaran.
- 2. Guru menyiapkan bahan atau sarana lainnya untuk mendukung materi tentang Anggota Tubuh dan perintah.

#### C. Langkah Pembelajaran

## Pertemuan 1 (2 JP)

## Kegiatan awal (10')

- Mempersiapkan siswa secara psikis dan fisik untuk mengikuti proses pembelajaran dengan menggunakan salam pembuka, meminta siswa untuk berdoa, memeriksa kehadiran siswa, dan menyiapkan sumber belajar.
- Memberikan Pertanyaan Pemantik terkait materi pembelajaran.
- Menyampaikan topik dan agenda pembelajaran.

### **Kegiatan Inti** (60')

- Mengajak siswa untuk membuka buku kemudian mempersiapkan alat tulis menulis siswa
- Guru menuliskan Bahasa Inggris dan artinya di papan tulis kemudian meminta siswa untuk menulisnya
- Meminta siswa untuk menyebutkan kembali nama-nama anggota tubuh yang sudah ditulis setelah guru memberikan pembelajaran kepada siswa.
- Dan dilakukan secara bergilir dan menggunakan metode TBLT.

#### **Kegiatan Penutup** (10')

- Melakukan refleksi pembelajaran.
- Menyampaikan agenda pertemuan berikutnya.
- Melakukan penutupan dengan salam penutup.

#### Pertemuan 2 (2 JP)

#### Kegiatan awal (10')

- Mempersiapkan siswa secara psikis dan fisik untuk mengikuti proses pembelajaran dengan menggunakan salam pembuka, meminta siswa untuk berdoa, memeriksa kehadiran siswa, dan menyiapkan sumber belajar.
- Memberikan Pertanyaan Pemantik terkait instruksi dan gerakan tubuhnya.
  - o Where is your Nose, Eye dll?
  - o Touch your eyes, head dll?
- Menyampaikan topik dan agenda pembelajaran.

#### **Kegiatan Inti** (60')

- Guru memberikan materi ajar kepada siswa dengan cara menggunakan metode TBLT.
- Menunjuk beberapa siswa untuk menyebutkan kembali namanama anggota tubuh sesuai dengan materi yang telah diberikan.
- Guru memberikan tugas dan Siswa diminta untuk mengerjakan tugas yang diberikan oleh guru terkait materi yang dipelajari.

### **Kegiatan Penutup** (10')

- Melakukan refleksi pembelajaran.
- Memberi tugas untuk menghafal lagu terkait pembelajaran
- Menyampaikan agenda pertemuan berikutnya.
- Melakukan penutupan dengan salam penutup.

## Pertemuan 3 (2 JP)

#### Kegiatan awal (10')

- Mempersiapkan siswa secara psikis dan fisik untuk mengikuti proses pembelajaran dengan menggunakan salam pembuka, meminta siswa untuk berdoa, memeriksa kehadiran siswa, dan menyiapkan sumber belajar.
- Memberikan kalimat perintah sebagai Pemantik terkait instruksi.
  - Open your book?
  - o Close your book?
- Menyampaikan topik dan agenda pembelajaran.

### Kegiatan Inti (60')

- Meminta siswa untuk menulis instruksi yang ada pada buku.
- Menunjuk beberapa siswa untuk menjawab pertanyaan yang sesuai dengan instruksi yang diberikan Meminta siswa untuk mempraktikkan dari instruksi yang diucapkan guru dengan menggunakan metode TBLT.
- Siswa diminta untuk mengerjakan tugas berkaitan dengan pembelajaran dalam Bahasa Inggris.

#### **Kegiatan Penutup** (10')

- Melakukan refleksi pembelajaran.
- Memberi tugas untuk menghafal beberapa bagian intruksi
- Menyampaikan agenda pertemuan berikutnya.
- Melakukan penutupan dengan salam penutup.

## Pertemuan ke 4 (2 JP)

## Kegiatan awal (10')

- Mempersiapkan siswa secara psikis dan fisik untuk mengikuti proses pembelajaran dengan menggunakan salam pembuka, meminta siswa untuk berdoa, memeriksa kehadiran siswa, dan menyiapkan sumber belajar.
- Memberikan kalimat perintah sebagai Pemantik terkait instruksi.
  - o Biquiet please?
  - o Rise your hand?
- Menyampaikan topik dan agenda pembelajaran.

#### Kegiatan Inti (60')

- Meminta siswa untuk membentuk kelompok yang terdiri dari 2 orang
- Meminta siswa untuk mempraktekkan materi yang diberikan.

- Siswa diminta untuk melakukan apa yang di intruksikan oleh guru berkaitan dengan pembelajaran dalam Bahasa Inggris.
- Guru menggunakan metode TBLT dalam memberikan pengajaran kepada siswa tentang intruksi dalam pembelajaran Bahasa Inggris.

### **Kegiatan Penutup** (10')

- Melakukan refleksi pembelajaran.
- Menyampaikan agenda pertemuan berikutnya.
- Melakukan penutupan dengan salam penutup.

### Pertemuan ke 5 dan 6 (2JP)

#### Kegiatan awal (10')

- Mempersiapkan siswa secara psikis dan fisik untuk mengikuti proses pembelajaran dengan menggunakan salam pembuka, meminta siswa untuk berdoa, memeriksa kehadiran siswa, dan menyiapkan sumber belajar.
- Memberikan Pertanyaan Pemantik terkait yang dipelajari.
- Menyampaikan topik dan agenda pembelajara.

### Kegiatan Inti (60')

- Meminta siswa untuk mengulangi kalimat yang diucapkan guru terkait kegiatan intruksi.
- Memminta siswa untuk mengerjakan tugas yang diberikan terkait materi yang dipelajari.

#### **Kegiatan Penutup** (10')

- Melakukan refleksi pembelajaran.
- Menyampaikan agenda pertemuan berikutnya.
- Melakukan penutupan dengan salam penutup.

#### D. Rencana Asesmen

- 1. Speaking test terakit pembelajaran
- 2. Berbasis Tugas atau LKPD.

#### **APPENDIX 2 TEACHING MATERIAL 1**

## First and Second Meeting



- 1. 1. The teacher will teach the students the names of the body parts
- 2. 2. The teacher writes on the blackboard then asks the students to write it (TPR & Conventional Method)

## Third and Four Meeting





- 1. The teacher will give the students some instructions that will be heard through the song then ask the students to listen to it
- 2. The teacher asks the students to say back what has been heard through the audio
- 3. The teacher gives instructions to the students from what has been given

#### Five and Six Meeting



- 1. The teacher will give the students some instructions that will be heard through the song then ask the students to listen to it
- 2. The teacher asks the students to say back what has been heard through the audio
- 3. The teacher gives instructions to the students which are applied directly by the students

#### **APPENDIX 3 PRE-TEST TPR 1**

Guru memberikan pertanyaan kepada siswa terkait materi yang akan di pelajari seperti:

1. what is this:



2. what is this

3. what is this





- 4. what is the English of angkat tanganmu
- 5. what is the English of:
  - berdiri
  - duduk

## **APPENDIX 4 POST TEST TPR 1**

Guru memberikan pertanyaan kepada siswa terkait materi yang telah di pelajari seperti:

1. What is this:



2. What is this:

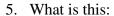


3. What is this:



4. What is this:







6. what is this:





- 7. Sebutkan Bahasa inggris dari wajah, kepala, alis,
- 8. Sebutkan Bahasa inggris dari kaki, bahu
- 9. Sebutkan Bahasa inggris dari membuka tas, menutup tas, angkat tangan
- 10. Sebutkan beberapa anggota tubuh yang kalian ketahui dalam Bahasa Inggris.

## APPENDIX 5 LKPD 1

ame:		
	Let's name the body parts!	
(	S HAM	
	R-KASS	
	nose eye hair neck ear hand leg knee	
	ear hand leg knee	

Name:

MOMNESSLY PRINTABLES

Class:





## Unscramble the letters and write the name of the picture.



## Connect the word with the picture!



APPENDIX 6

The Students' Score on Pronunciation in Pre Test 1

No	Respondent	Respondent The Students' Speaking Re		king Result
110		Pronunciation	Score	Classification
1	Students 1	2	33.33	Very Poor
2	Students 2	1	16.66	Very Poor
3	Students 3	1	16.66	Very Poor
4	Students 4	1	16.66	Very Poor
5	Students 5	1	16.66	Very Poor
6	Students 6	1	16.66	Very Poor
7	Students 7	2	33.33	Very Poor
8	Students 8	2	33.33	Very Poor
9	Students 9	1	16.66	Very Poor
10	Students 10	2	50	Poor
11	Students 11	2	33.33	Very Poor
12	Students 12	1	16.66	Very Poor
13	Students 13	1	16.66	Very Poor
14	Students 14	1	16.66	Very Poor
15	Students 15	1	16.66	Very Poor
16	Students 16	1	16.66	Very Poor
17	Students 17	1	16.66	Very Poor
18	Students 18	2	33.33	Very Poor
19	Students 19	2	33.33	Very Poor
20	Students 20	1	16.66	Very Poor
21	Students 21	1, 200	16.66	Very Poor
22	Students 22	1////	16.66	Very Poor
	$\sum X$ Total Score	29	499.88	
	X Mean Score	1.318	22.72	

## The Students' Score on Pronunciation in Post Test (Experimental Class)

No	Respondent	Respondent The Students' Speaking Res		king Result
110		Pronunciation	Score	Classification
1	Students 1	5	83.33	Good
2	Students 2	4	66.66	Fairly Good
3	Students 3	5	83.33	Good
4	Students 4	2	33.33	Very Poor
5	Students 5	2	33.33	Very Poor
6	Students 6	4	66.66	Fairly Good
7	Students 7	4	66.66	Fairly Good
8	Students 8	5	83.33	Good
9	Students 9	5	83.33	Good
10	Students 10	5	83.33	Good
11	Students 11	5	83.33	Good
12	Students 12	4	66.66	Fairly Good
13	Students 13	4	66.66	Fairly Good
14	Students 14	5	83.33	Good
15	Students 15	4	66.66	Fairly Good
16	Students 16	1	16.66	Very Poor
17	Students 17	4	66.66	Fairly Good
18	Students 18	4	66.66	Fairly Good
19	Students 19	5	83.33	Good
20	Students 20	3	50	Poor
21	Students 21	4, 4, 5,	66.66	Fairly Good
22	Students 22	3	50	Poor
	$\sum X$ Total Score	87	1449.9	00
	X Mean Score	3,954	65.9	

## The Students' Score on Vocabulary in Pre Test (Experimental Class)

No	Respondent	Respondent The Students' Speaking Result		king Result
110		Pronunciation	Score	Classification
1	Students 1	2	33.33	Very Poor
2	Students 2	1	16.66	Very Poor
3	Students 3	2	33.33	Very Poor
4	Students 4	2	33.33	Very Poor
5	Students 5	1	16.66	Very Poor
6	Students 6	1	16.66	Very Poor
7	Students 7	2	33.33	Very Poor
8	Students 8	2	33.33	Very Poor
9	Students 9	2	33.33	Very Poor
10	Students 10	2	33.33	Very Poor
11	Students 11	1	16.66	Very Poor
12	Students 12	1	16.66	Very Poor
13	Students 13	1	16.66	Very Poor
14	Students 14	1-	16.66	Very Poor
15	Students 15	2	33.33	Very Poor
16	Students 16	1	16.66	Very Poor
17	Students 17	1	16.66	Very Poor
18	Students 18	2	33.33	Very Poor
19	Students 19	2	33.33	Very Poor
20	Students 20	1 / / / / / / / / / / / / / / / / / / /	16.66	Very Poor
21	Students 21	2	33.33	Very Poor
22	Students 22	1///////	16.66	Very Poor
	$\sum X$ Total Score	33	549.89	
	X Mean Score	1.5	2.499	

## The Students' Score on Vocabulary in Post Test (Experimental Class)

No	Respondent	The Students' Speaking R		aking Result
110		Pronunciation	Score	Classification
1	Students 1	5	83.33	Good
2	Students 2	5	83.33	Good
3	Students 3	5	83.33	Good
4	Students 4	3	50	Poor
5	Students 5	3	50	Poor
6	Students 6	5	83.33	Good
7	Students 7	5	83.33	Good
8	Students 8	5	83.33	Good
9	Students 9	5	83.33	Good
10	Students 10	5	83.33	Good
11	Students 11	5	83.33	Good
12	Students 12	5	83.33	Good
13	Students 13	5	83.33	Good
14	Students 14	5	83.33	Good
15	Students 15	5	83.33	Good
16	Students 16	2	33.33	Very Poor
17	Students 17	5	83.33	Good
18	Students 18	5	83.33	Good
19	Students 19	5	83.33	Good
20	Students 20	5	83.33	Good
21	Students 21	5	83.33	Good
22	Students 22	3///	50	Poor
	∑X Total Score	101	1683.27	
	X Mean Score	4,590	76.51	

## The Students' Score on Pronunciation in Pre Test (Control Class)

No	Respondent	Respondent The Student		s' Speaking Result	
		Pronunciation	Score	Classification	
1	Students 1	2	33.33	Very Poor	
2	Students 2	1	16.66	Very Poor	
3	Students 3	1	16.66	Very Poor	
4	Students 4	2	33.33	Very Poor	
5	Students 5	2	33.33	Very Poor	
6	Students 6	2	33.33	Very Poor	
7	Students 7	1	16.66	Very Poor	
8	Students 8	2	33.33	Very Poor	
9	Students 9	1	16.66	Very Poor	
10	Students 10	1	16.66	Very Poor	
11	Students 11	2	33.33	Very Poor	
12	Students 12	1	16.66	Very Poor	
13	Students 13	2	33.33	Very Poor	
14	Students 14	1	16.66	Very Poor	
15	Students 15	2	33.33	Very Poor	
16	Students 16	2	33.33	Very Poor	
17	Students 17	2	33.33	Very Poor	
18	Students 18	1.	16.66	Very Poor	
19	Students 19	2	33.33	Very Poor	
20	Students 20	1 / 1000	16.66	Very Poor	
21	Students 21	1, 24, 13,	16.66	Very Poor	
22	Students 22	1//////	16.66	Very Poor	
	∑X Total Score	33	549.89	<u></u>	
	X Mean Score	1.5	24.99		

## The Students' Score on Pronunciation in Post Test (Control Class)

No	Respondent	Respondent The Students' Speak		king Result
110		Pronunciation	Score	Classification
1	Students 1	3	50	Poor
2	Students 2	2	33.33	Very Poor
3	Students 3	2	33.33	Very Poor
4	Students 4	3	50	Poor
5	Students 5	3	50	Poor
6	Students 6	2	33.33	Very Poor
7	Students 7	2	33.33	Very Poor
8	Students 8	2	33.33	Very Poor
9	Students 9	2	33.33	Very Poor
10	Students 10	1	16.66	Very Poor
11	Students 11	2	33.33	Very Poor
12	Students 12	2	33.33	Very Poor
13	Students 13	2	33.33	Very Poor
14	Students 14	1	16.66	Very Poor
15	Students 15	3	50	Poor
16	Students 16	3	50	Poor
17	Students 17	2	33.33	Very Poor
18	Students 18	1	16.66	Very Poor
19	Students 19	2	33.33	Very Poor
20	Students 20	2	33.33	Very Poor
21	Students 21	1, 0, 5	16.66	Very Poor
22	Students 22	1/////	16.66	Very Poor
	$\sum X$ Total Score	44	733.26	
	X Mean Score	2	33.33	

## The Students' Score on Vocabulary in Pre Test (Control Class)

No	Respondent	Respondent The Students' Speaking		king Result
110		Pronunciation	Score	Classification
1	Students 1	2	33.33	Very Poor
2	Students 2	1	16.66	Very Poor
3	Students 3	1	16.66	Very Poor
4	Students 4	2	33.33	Very Poor
5	Students 5	2	33.33	Very Poor
6	Students 6	2	33.33	Very Poor
7	Students 7	1	16.666	Very Poor
8	Students 8	2	33.33	Very Poor
9	Students 9	1	16.66	Very Poor
10	Students 10	1	16.66	Very Poor
11	Students 11	1	16.66	Very Poor
12	Students 12	1	16.66	Very Poor
13	Students 13	2	33.33	Very Poor
14	Students 14	1	16.66	Very Poor
15	Students 15	1	16.66	Very Poor
16	Students 16	2	33.33	Very Poor
17	Students 17	1	16.66	Very Poor
18	Students 18	1	16.66	Very Poor
19	Students 19	1	16.66	Very Poor
20	Students 20	1	16.66	Very Poor
21	Students 21	1, 4, ,	16.66	Very Poor
22	Students 22	1////	16.66	Very Poor
	$\sum X$ Total Score	29	483.216	
	X Mean Score	1.318	21.96	

## The Students' Score on Vocabulary in Post Test (Control Class)

No	Respondent	Respondent The Students' Speaking Result		aking Result
110		Pronunciation	Score	Classification
1	Students 1	3	50	Poor
2	Students 2	3	50	Poor
3	Students 3	3	50	Poor
4	Students 4	3	50	Poor
5	Students 5	3	50	Poor
6	Students 6	3	50	Poor
7	Students 7	2	33.33	Very Poor
8	Students 8	3	50	Poor
9	Students 9	2	33.33	Very Poor
10	Students 10	2	33.33	Very Poor
11	Students 11	4	66.66	Fairly Good
12	Students 12	3	50	Poor
13	Students 13	3	50	Poor
14	Students 14	2	33.33	Very Poor
15	Students 15	4	66.66	Fairly Good
16	Students 16	3	50	Poor
17	Students 17	1	16.66	Very Poor
18	Students 18	3	50	Poor
19	Students 19	1	16.66	Very Poor
20	Students 20	3	50	Poor
21	Students 21	1, 0, 5	16.66	Very Poor
22	Students 22	4///	16.66	Very Poor
	$\sum X$ Total Score	56	933.28	
	X Mean Score	2.545	42.42	

#### APPENDIX 7 DATA ANALYSIS RESULT 1

#### **Pre Test Experimental Class**

No	Students	Result	Scale			
			Pronunciation	Vocabulary		
1	Student 1	Nos, hends, ais, stend up,	2	2		
		sit up				
2	Student 2	Nos	1	1		
3	Student 3	Nous, sit up, angkat tangan	1	2		
		mu,				
4	Student 4	Mous stend up, sit down	1/1	2		
5	Student 5	Nous, hends, eis	2	2		

#### **Post Test Experimental Class**

No	Students	Result	Sc	ale
			Pronunciation	Vocabulary
1	Student 1	Heir, stomach, air telinga, mout, tang, hend, tiith, open yur buuk, clos yur book, fac, hed, aibbro, fuut, sholder, open your bag, close yiur bag, (Mout, air, tang, tiith, hend, foot stomach, Ais,	5	5
2	Student 2	Heir, stomach, her telinga, hend, open your buuk, close you book, close yiur bAG, (Maut, nos, her, naus, stomach, Hair,	4	5
3	Student 3	Ei, moth, hend, arm, tiit.  Open yiur book, clo your book, face, solder, rais yur hend, ( stomach, arm, head, heir, tiith, hends, nos, stomach, sholder	5	5
4	Student 4	Mous – hidung, hands, stend up, sit down pliss,	2	3
5	Student 5	Hair, stomach, knif, mouth, hends, tiith, open your book, close your book, face head, foot, shoulder, open close your bag, rise your hand, (foot, hands. Ais, hAIR, moot. Tiit, hed, nos, ey, shoylder, stomach)	5	5

#### DATA ANALYSIS RESULTS

#### **Pre Test Control Class**

No	Students	Result	Scale			
			Pronunciation	Vocabulary		
1	Student 1	Nos, hend, ei, ais, sit	2	2		
2	Student 2	Nos, maus,	1	1		
3	Student 3	Hend, es,	1	1		
4	Student 4	Hends, stend up,	2	1		
5	Student 5	Nows, hend, ais, sitdon	2	2		

#### Post Test Control Class

No	Students	Result	Sc	ale
			Pronunciation	Vocabulary
1	Student 1	Heir, stomach, hends,	3	3
		mouth, teeth, foot, souldr,		
		open yur book, clos yur		
		buuk, c;ose yurbeg, open	1, , , ,	
		yur beg, (Mouth, hed, heir		
2	Student 2	Heir, ir, nose, neek, hend,	2	3
		clos yur, hed, (hends, foot,		
		mout,hair,)		7
3	Student 3	Hair, mouth, hend, open	2	3
		yur book, close yur book,		
		open yur beg, close yur	8	
		beg, (Hends, Heeir, )		
4	Student 4	Heir, ers, mouth, hend,	3	4
		teeth, open yur book, clos		<b>4</b> 0
		yur book, hed, foot, shlider,		
		open yur begk, xlos yur		
		beg, rais yur hend, (hed,		
	<b>10</b> ,	shoulder, foot, arm, ai,		
		moth, hend, hair, fas, nos,		
-	g 1 5	teeth)		
5	Student 5	Heir, hend, stomach, knife,	3	3
		teeth, mouth, close yur beg,		
		rise yur hend, (Hnds, arms,		
		fingerm, arm, foot, teeth,		
		neck, arm,		

## APPENDIX 8 1 STATISTIC SPSS

	Paired Samples Test											
				Paired Differe								
					95% Confide	ence Interval						
			Std.	Std. Error	of the Di	ifference			Sig. (2-			
		Mean	Deviation	Mean	Lower	Upper	t	df	tailed)			
Pair	Pre Test		8.52944	1.81848	-12.11507	-4.55159	-4.583	21	.000			
1	Pronounciation	8.3333										
	Kelas Kontrol - Post	3	NK	AS	0							
	Test Pronounciation											
	Kelas Kontrol											

	Paired Differences									
		95% Confidence Interval								
			Std.	Std. Error	of the Difference				S <mark>i</mark> g. (2-	
			Mean	Deviation	Mean	Lower	Upper	t	df	tailed)
F	Pair	Pre Test Vocabulary	-	14.48573	3.08837	-26.87716	-14.03193	-6.623	21	.000
1	1	Kelas Kontrol - Post	20.4545		manner !					
		Test Vocabulary	5	a la	ون محمد ر					
		Kelas Kontrol			1111111					

			F	Paired Differe	nces				
					95% Confide	ence Interval			/
		<b>3'</b> > _	Std.	Std. Error	of the Di	ifference			Sig. (2-
		Mean	Deviation	Mean	Lower	Upper	t	df	tailed)
Pair	Pre Test		16.70270	3.56103	-51.34496	-36.53383	_	21	.000
1	Pronounciation	43.9393					12.339		
	Kelas Eksperimen -	9							
	Post Test								
	Pronounciation								
	Kelas Eksperimen								

	Paired Samples Test										
			95% Confidence Interval of								
			Std.	Std. Error	the Diff	erence			Sig. (2-		
		Mean	Deviation	Mean	Lower	Upper	t	df	tailed)		
Pair 1	Pre Test Vocabulary	-	15.35221	3.27310	-58.32194	-44.70836	-15.739	21	.000		
	Kelas Eksperimen -	51.5 <mark>15</mark> 15									
	Post Test Vocabulary			S IVIC	$JH\Lambda$						
	Kelas Eksperimen		7 1								

			Indepen	dent S	ample	s Test				
		Levene's	^							
		Equality of	Variances			t-te	st for Equali	ty of Means		
									95% Co	nfidence
				الله					Interva	l of the
				Amini	111111	Sig. (2-	Mean	Std. Error	Differ	rence
		F	Sig.	t	df	tailed)	Difference	Difference	Lower	<mark>U</mark> pper
PostTestPronoun	Equal variances	2.951	.093	-6.911	42	.000	-32.57576	4.71370	-42.08838	- <mark>2</mark> 3.06313
ciation	assumed			<b>V.</b> ••)		_				
	Equal variances			-6.911	34.69	.000	-32.57576	4.71370	-42.14806	-23.00345
	not assumed			, , , , , , , , , , , , , , , , , , ,	7					

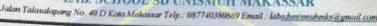
			Indepe	ndent	S <mark>a</mark> mple	es Test		Q		
		Levene's	Test for							
		Equality of	Variances	t-test for Equality of Means						
									95% Co	nfidence
									Interva	l of the
		(()				Sig. (2-	Mean	Std. Error	Diffe	rence
		F	Sig.	t_	df	tailed)	Difference	Difference	Lower	Upper
PostTestVoca	Equal variances	.313	.579	-7.456	42	.000	-34.09091	4.57243	-43.31845	-24.86337
bulary	assumed									
	Equal variances			-7.456	41.99	.000	-34.09091	4.57243	-43.31845	-24.86337
	not assumed				9					

APPENDIX 9 Surat Keterangan Penelitian 1



#### BADAN DEMBINA HARIAN UNISMUH MAKASSAR







#### SURAT KETERANGAN TELAH MELAKUKAN PENELIATIAN

Nomor: 030/Lab.School SD/IV/2025

Yang bertanda tangan dibawah ini Kepala Sekolah Lab. School SD Unismuh Makassar Kec. Rappocini Kota Makassar Provinsi Sulawesi Selatan, menerangkan bahwa:

Nama : Nirma

No. Stambuk : 105071100423

Jurusan : S2 Pendidikan Bahasa Inggris

Pekerjaan : Mahasiswa S2

Benar yang tersebut namanya diatas telah melaksanakan penelitian di SD Unismuh Makassar pada tanggal 15 Januari – 15 Maret 2025 dengan Judul: "THE EFFECT OF TOTAL PSYCAL ESPONSE METHOD ON STUDENTS' SPEAKING SKILL AT ELEMENTARY SCHOOL (A QUASI EXPERIMENTAL RESEARCH AT SD UNISMUH MAKASSAR).

Demikianlah Surat Keterangan ini dibuat agar dapat dipergunakan sebagaimana seharusnya.

Makassar, 14 April 2025

Kepala Sekolah School Sd Unismuh Makassar

NBM: 1148913

# APPENDIX 10 1 DOCUMENTATION of LEARNING PROCESS





#### DOCUMENTATION of LEARNING PROCESS





#### DOCUMENTATION of LEARNING PROCESS





#### **CURRICULUM VITAE**



The researcher, Nirma, was born on July 07, 2000 in Patampanua, West Sulawesi. She is the first daughter of Mr. Tamba and Mrs. Nuraeni. She started her education at SDN 043 Bulubawang and graduated in 2012. Then, she continued her education at SMPN 1 Taneteriaja and graduated in 2015. After that, she continued her education at SMAN 5 Barru and graduated in 2018. In 2018, the researcher was enrolled as an English Language

Education student at Universitas Muhammadiyah Makassar. Then, in 2023, the researcher continued her studies at the Postgraduate Program at the University of Muhammadiyah Makassar.



### MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH

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#### SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar, Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama

: Nirma

Nim

: 105071100423

Program Studi: Magister Pendidikan Bahasa Inggris

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Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 06 Mei 2025

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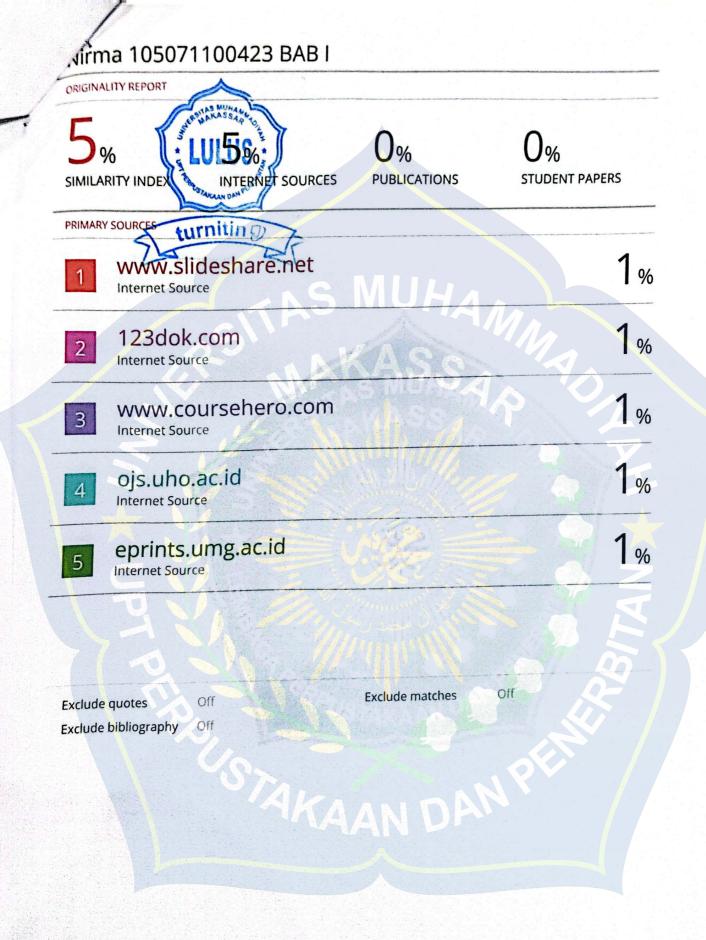
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